

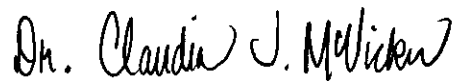
Greetings

An Honors Thesis (HONORS 499)

By

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A handwritten signature in black ink that reads "Dr. Claudia J. McVicker". The signature is written in a cursive, flowing style.

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Abstract

Literature is an important aspect of children's development. The more children are read to and interact with reading the better their chances of success are throughout life. This thesis begins with an introduction about the importance of literature, especially to young children. The main project is comprised of 365 children's books. The books are arranged by the calendar months, and have been organized through thematic units. All of the letters of the alphabet are interwoven as well as many colors and animals. Each book is followed by a summary, an activity to do before, during, or after reading the book, an adaptation of the activity to do with a child with a disability, and a note on why the book was chosen. When used as a whole, this thesis could guide an adult through a year of fun and learning related to reading with a young child.

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January

Animal: Arctic Animals, including: penguin, whale, seal

Color: White

Letters: P, W, F

Theme: New Beginnings

1. *Penguin Pete and Pat* by Marcus Pfister.

Summary: This is a tale of Pete, a yellow-beaked penguin, who travels through the ocean with his friend Walter Whale. Before returning home, they meet an octopus, dolphins, and other sea animals. Pete is warmly greeted upon returning home. He notices a penguin with a blue beak, and sets out looking for her. They become friends and eventually, begin a family. Their baby has a green beak. Tim, their baby penguin looks different and is ridiculed. But Pete teaches him how to swim well and that it is okay to be different. (Remember to look and listen for all of the “P” words in this book!)

Activity: Draw a large circle on white paper, divide into thirds. Have the students paint two sections yellow, then paint the white section and one yellow section blue... notice the green that begins to appear. Allow the children to make or paint paper penguins and let them pick a color for their penguin’s beak. Discuss the concept that everyone in the class has different qualities. Begin to teach acceptance of all. Children can also write the letter p or penguin on the tummy of their penguin.

Adaptation: Use a pattern cut in a wedge shape (that fits to cover two thirds of the circle at a time) so the child can paint only the section he is working on at the time. Give a partially made penguin and allow the children to choose and place their colorful beak on the penguin.

Criteria: This book fits with the month’s animal of penguin, as well as having other arctic animals. Also, the book ends with a point that it is okay to be different, which is important for kids who are not always like their peers to know and be reminded of from time to time.

2. *The Emperor’s Egg* by Martin Jenkins.

Summary: This book tells how father Emperor Penguins take care of an egg. Once the chick hatches, the father cares for it. Then the mother penguin returns to care for the chick and the dad goes out to eat and swim.

Activity: Egg Sort. Create and cut out various egg shapes from construction paper or tagboard. Decorate pieces, and laminate for durability (optional). Let the children sort the eggs by various attributes such as size, color, or pattern.

Adaptation: Create groups of eggs with only one characteristic to sort, such as all the same size just different colors.

Criteria: The book fits with the penguin theme and has many facts throughout the story, which can interest multiple levels of learners.

3. *Arctic Son* by Jean Craighead.

Summary: A boy is born in an arctic town and given two names, one is English and one Inuit. He learns of the native bonds between people and that people have with nature. The story tells much about this group of arctic people's culture.

Activity: Discuss setting in relation to books. Make a class list of the elements of setting (time, place, etc.); then list the specific setting of this book.

Adaptation: Have a general setting list pre-made and re-read passages to the students that will help them see the setting elements.

Criteria: Introduces much about the arctic world with aspects of its inhabitants.

4. *Lui and the Falling Star* by Keith Faulkner.

Summary: Lui sees a twinkling star and tried to reach it. His friends give him helpful suggestions. Just as he is about to reach up to it from on top of a mountain, it streaks down towards the Earth and Lui takes off after it.

Activity: Make a star mobile. Glue tin foil into cardboard and cut out star shapes. Hang the stars by string to crossed straws.

Adaptation: Have the stars cut out and let the child punch holes and tie the string through them.

Additional Activity: Introduce the figurative language statement "Reach for the stars." Talk about the difference between Lui literally reaching for a star and going after realistic goals.

Criteria: This is a hopeful book about reaching for goals as well as believing in your friends, which fits with main ideas present in books about arctic and animal themes read this month.

5. *Whale* by Judy Allen.

Summary: Anya and her parents are going across the sea to grandmother's house. It was night and there was a feel of magic in the air. Anya spots a mother whale and her baby who are tired from swimming away from an oil spill to stay afloat. Suddenly, the mother and her calf are surrounded by many whales, of all kinds. The whales help the mother and her calf stay afloat until they're strong enough to swim on again.

Activity: Discuss the concept of point of view. Anya tells the story, how would it be different if her father or a whale told it? Reread the story, pause and have the children point out places where they know she is telling it and how they know.

Adaptation: Let students take turns saying what Anya says in the story or acting out things she does.

Criteria: It fits with the theme of whales and shows whales helping each other out, just as it is important for people to help each other out too. Whale begins with /w/ and can be pointed out in the authentic context of the story.

6. *Ebb and Flo and the Baby Seal* by Jane Simmons.

Summary: Ebb, the dog, wanted to play, but Flo, the little girl, was busy painting. So, Ebb went out in search of a friend to play with. Ebb met and spent the day playing with a baby seal. When it was late, Ebb began to go home but the seal cried. Ebb went to get help for the lost seal. Flo and her mother helped the baby seal find its mother.

Activity: Make paper seals. Match the seal babies to their moms. Write a number on the mother seal and draw dots on the seal pup.

Adaptation: Flip the seal pups over so that the dots don't show, count out as many seal pups as the number on the mom.

Additional Activity: Explain the meaning behind the characters' names stating that Ebb and Flo often refers to the cyclic effect of nature, as Ebb is the flowing back of tide, and flow is when a tide comes in.

7. *Penguin Post* by Debi Gliori.

Summary: Milo was the youngest in the Penguin family that ran the post office. When mom goes off to find food in the ocean, Milo's dad watches her egg and Milo delivers the mail. The egg finally hatches and now Milo is a big brother to a little brother.

Activity: Let the child write a letter home telling about a great book read recently. Now is a great time to point out the importance of title, author, illustrator, publishing company, and year of publication. Also, include a brief account of the plot.

Adaptation: Use a computer to help with writing, spelling or drawing of a picture to accompany the plot description.

Criteria: It deals with a penguin and new beginnings: a baby, a job as a mail carrier, and a big brother.

8. *Little Polar Bear and the Big Balloon* by Hans de Beer.

Summary: Lars the little polar bear has always wanted to fly. One day he meets Yuri, a puffin, who is lost and can't fly because his wings are covered with oil from an oil slick. Lars helps Yuri clean his wings, but Yuri is too weak to fly. They find a hot air balloon and climb aboard. It takes off and they are flying. After some time, Yuri attempts to fly and can. Lars is frightened being up so high, but eventually the balloon lands. Lars is glad to be back on the ground, and Yuri can now fly home.

Activity: The children can learn about characterization by making a large polar bear and a puffin out of paper. Have the kids write character traits of each on the corresponding animal.

Adaptation: Reread specific passages to the children and point out what it tells about that character.

Criteria: The book uses arctic animals to show that helping and friendship are two-sided actions. It is also a beginning: a friendship between the two characters. It lends itself to teaching about the literary element, characterization.

9. *The Snow Lambs* by Debi Gliori.

Summary: Sam and his dad put all of the sheep in the barn as a bad winter storm is coming. Bess, the sheep dog can't be found. All night Sam worries about her. After Sam's parents tuck him in and go to bed, he creeps downstairs and opens the door to check outside for her. Bess is standing there with a lost mother ewe who has just had her babies. Together, the dog and momma ewe bring the lambs back to safety.

Activity: Play a Sound Game. Use magnetic letters on a board to spell out one word at a time from the book (such as: Sam, dog, sheep). Say the word, then take away the first sound and try to make a new word by using letters of the month. (For example: removing the "sh" from sheep and replacing it with "w" will make weep, for all new words make sure the children know the meaning of the word and that they are not just "making-up" words.)

Adaptation: Use words that follow a beginning pattern, such as consonant-vowel-consonant (CVC).

Criteria: It's a good winter book about a new beginning for the baby lambs.

10. *The Seal Mother* by Mordicai Gerstein

Summary: A seal sheds her skin and becomes a beautiful woman. She marries a man and has a son but misses the sea. The son helps her find her seal skin which the man hid to keep her there. The woman returns to the sea, but the son visits her.

Activity: Discuss the literary terms fiction and fantasy. Find aspects of the story that are possible and some that are not; talk about the difference. Make sure to mention that it can be fiction even if it all could happen but did not.

Adaptation: Make some parts of the story into picture cards, divide a chalkboard or poster board into "Could Happen" and "Couldn't Happen." Then help the children place the scenes on the correct sides. Discuss that fiction often has some elements on the "Couldn't Happen" side.

Criteria: The book is about an arctic animal and deals with being who you are, not trying to fit into someone else's skin.

11. *Jacob and the Polar Bears* by Janet Graber.

Summary: When Jacob gets pajamas with polar bears on them, the store clerk gives him King, a stuffed polar bear toy. Jacob wears the pajamas to bed, and wakes up to find 172 polar bears running to go play outside and his pajamas are plain green. Jacob finds King full-grown in the bath tub. Together they go out and round up the polar bears, bring them home and shrink them back onto the pajamas, by swimming in an icicle bath in the tub.

Activity: Fancy Letter "P." Let the children write a large letter P on paper, then decorate it with items that begin with the P-sound, such as pasta, pipe cleaners, etc.

Adaptation: Draw the letter for the children.

Criteria: Fits with the animal theme, and the new pajamas are a new beginning of adventures for Jacob. It is also an opportunity to call attention to the letter /p/.

12. *Ibis, a True Whale Story* by John Himmelman.

Summary: Ibis and her friend, Blizzard, loved swimming all over the ocean. One day there are many fish by a boat, and Ibis goes to see what is going on. She gets caught in a fisherman's net. After much struggling she breaks out but part of the net stays tangled around her mouth and tail. It is difficult for Ibis to eat or surface for air, and she becomes weak. Thankfully some people see that she needs help and get the nets off of her.

Activity: Fancy letter W. Let the children write a large letter W on paper and then decorate it with items that begin with the W-sound, such as wallpaper, waves, weeds, wheels, etc.

Adaptation: Draw the letter for the children.

Criteria: The book works well with the animal and letter of the month, and Ibis is given a new beginning when she is set free from the net.

13. *Carmin the Crow* by Heidi Holder.

Summary: Carmin is flying through the woods one night when he hears a cry for help. A beautiful swan is caught in a snare. Carmin helps the swan get free and it gives him a box of stardust to put under his pillow to use for wishing. Before he makes it home, he runs into numerous animals who are all sad and gives away all of his stardust to help them. The next day, he watches their happiness, but still feels a little sad himself. When he returns home he notices a speck of stardust. He wishes to be young again and in the morning his wish comes true.

Activity: Story Shake-Up. Write nouns from the story on pieces of paper and place them in a bag. Shake up the bag and let one child at a time draw about a noun. Ask the child to tell what that noun did in the story. (Example nouns for this story: Carmin, crow, swan, etc.)

Adaptation: On the piece of paper with the noun, draw a picture of that noun. Go back through the story pictures looking for the noun and re-read parts to help the children recall.

Criteria: Carmin receives a new beginning.

14. *The Old Woman and the Wave* by Shelly Jackson.

Summary: An old woman has lived under a wave for her entire life with her dog, Bones. She has umbrellas on her roof and thinks that the wave is useless. One day a wanderer comes by looking for food and work. The old woman has her fix the umbrellas, then the girl goes on her way. Bones swims up to the top of the wave, and when the old woman goes up to get him she realizes that there is a

whole, big, exciting world out there to discover. So, she and Bones set off to see it all.

Activity: Cut out pictures and words for creating a collage. Use paint to make a wave like the one in the book, which is a painted over collage.

Adaptation: Have the words and pictures already torn out. Have the students glue them on and paint over them.

Criteria: The woman's journey will be a new beginning in the story of her life.

15. *Farfallina and Marcel* by Holly Keller.

Summary: Farfallina is a caterpillar whose friend Marcel is a gosling. They played, swam, and laughed together. One day Farfallina went to rest. Marcel waited and waited, but Farfallina didn't return. Marcel wandered around lonely. When Farfallina awoke, she was a butterfly. She too waited and waited, but couldn't find Marcel. One day they met at a pond and rediscovered their old friendship.

Activity: Make a Numeral Caterpillar. Cut out tagboard or card board circles, line up and connect by punching holes and using string or twist-ties. Draw a face on the left circle and write the numbers 1-10, one on each circle. Let the student put the number of stickers as the circle says.

Adaptation: Use only numbers 1-5, or draw the correct number of dots on each circle, so the child can put a sticker on the dots and still learn the concept of how many objects match to the number.

Criteria: Even with Farfallina's new beginning as a butterfly, the two can still be friends.

16. *Gem* by Emma Kallok.

Summary: Bluesy, the neighbor makes the days go by while a she and a mother wait for a baby to be born. Daddy listens too. One makes pancakes and invites Bluesy to come over, who plays his musical gems on the saxophone. When Mama has the baby, Bluesy comes along and plays a special song for the newborn baby. They name the baby Gem, after the songs Bluesy plays. (The book is filled with very descriptive phrases.)

Activity: Before reading, ask if the kids know what certain words mean, such as Blues, Gem, and saxophone. If so: write or draw that; if not: look them up in a dictionary and write and illustrate. After reading, see if some of the words were used the same or different. Talk about what the words meant in this book, and how we use words to mean different things.

Adaptation: Due to the varying levels of participation, this activity will work for most levels of learners by directing questions or tasks to appropriate children.

Criteria: The baby is a new beginning.

17. *Not Yet, Yvette* by Helen Ketteman.

Summary: All day long Yvette asks her father if it is time yet? Her dad says not yet. They vacuum and dust, bake a cake, go shopping, and set the table. Finally, it is time: Mom comes home and she walks in the door to be greeted by decorations, presents, a birthday dinner and cake.

Activity: Decorate with adjectives by drawing a large cake on a piece of paper. Cut out colored decorations for the cake, such as icing, flowers, candles, etc. Let the students come up with words that describe a cake (such as sweet, layered, frosted, etc.), have them write the adjectives on the decorations in fun ways that look like the adjective. For example: Layered could be written in a few colors of crayons layered on top of each other.

Adaptation: Let the kids work in pairs or groups, encourage them to share ideas and look for more materials to use other than just pencil and crayon drawings.

Criteria: Birthdays are beginnings to a new year at a new age. This is about a mother's birthday. Incidentally, my mother's birthday is January 27th so this one is for her.

18. *Newf* by Marie Killilea.

Summary: There once was a cottage overlooking a lake. A long time ago a family lived there, but now it is empty. Until one day, a Newfoundlander came ashore and found it. Inside he found a kitten. Newf took care of the kitten and over time they bonded deeply. When a snow storm hit, the kitten went out and got lost. Newf found it and brought it home. Now the cottage has new inhabitants.

Activity: Fancy letter F, for Friend. Let the children write a large letter F on paper, then decorate it with items that begin with the F-sound, such as feathers, feet (stamps), flowers, frog stickers, etc.

Adaptation: Draw the letter for the children.

Criteria: The book is about an arctic environment with a northern animal, who gives a cottage a new beginning.

19. *The Magpie and the Star* by Stephen Lambert.

Summary: When the moon grew tired, it made stars to shine in the night sky. One of the stars settled above a hill where Pol lived. Pol was a very solitary man. The night he saw the star, he thought it was for him. A magpie also saw the star, and offered Pol a treasure in exchange for the star. When Pol declined, the magpie took the star and hid it in the river. Pol was heartbroken. He set off to look for it and found a tree who offered its fruit as a gift. Then he found a heron who helped him also. After a long journey, Pol found the magpie and offered him the gifts in exchange for the star, which he graciously put back in the sky.

Activity: Character continuation, let the children pretend to be Pol, and have them tell how they can enjoy the star while it is in the sky. Give them a star to decorate and hang in the classroom. Ask them to write a story about it.

Adaptation: Use sentence starters, or let the child dictate what they want to write. Examples of sentence starters could be: At night I can see the star _____. Or I can pretend my star is _____.

Criteria: It is the very beginning of a star and a beginning for Pol wanting to share the star.

20. *The Penguin Quartet* by Peter Arrhenius.

Summary: Once the mother penguins lay their eggs, they go off swimming in the arctic ocean. The dads are left behind to watch the eggs. They become bored and cold and decide to take the eggs to New York to go play jazz. After an exciting time around the town, they just barely return with the eggs in time for them to hatch.

Activity: Sense-able Eggs. Draw eggs on paper. Write all of the senses inside the eggs (hear, see, smell, taste, touch). Let the children tell what each sense was like in the story. For example: touch could be cold, because the penguins live in the arctic, or sound could be music from the jazz club.

Adaptation: Reread the book to find the senses, revisit the illustrations.

Criteria: The book is fun with a unique fictional look at penguins.

21. *The Little Squeegie Bug* by Bill Martins Jr. and Michael Sampson.

Summary: Once upon a time there was a little Squeegie bug. One day down by the brook, a bumblebee flew by and the Squeegie bug asked the bumblebee what he was. Buzzer the Bumblebee explained that he was a bumblebee and that he carried a stinger in his tail. The Squeegie bug decided he wanted to be a bee too. But Buzzer told Squeegie he needed to get silver wings from the sky. The little squeegie bug began to climb the tallest cottontail he could find. It began to rain. Creepy the caterpillar let him spend the night safely in his home. The next day they set off to see a wise spider named Haunchy. Haunchy spun silver wings for Squeegie and gave him something better than a stinger, he gave squeegie a light that glowed. He was also given a new name: Squeegie the Firefly, the Lamp Lighter of the Sky.

Activity: Tongue Twisters. Cut out bugs of all shapes and write tongue twisters on them. Go over the tongue twisters many times with the children, until they can say them independently. (Try to use the letters of the month for the dominant consonant sounds.) For Example: Little Lamp Lighter likes lighting lamps. Purple and pink polka-a-dot pets prefer pastry parties. When wearing white wings, watch where you walk. For flying from France to Florida don't forget your Frisbee.

Adaptation: Sign tongue twisters, use words that rhyme in sign (words that have similar hand shapes, such as cake and cookie or summer and black.)

Criteria: It is about a new beginning for the squeegie bug.

22. *Incredible Ned* by Bill Maynard.

Summary: Any *thing* that Ned thought could be seen. It did not happen with words like “the” or “and.” But if he thought “bananas,” he would be covered with them. The school nurse could not help; neither could the band leader, nor the principle. However, the art teacher could! She gave him paints and paper and told him to go ahead and paint. After he painted something, he could think about it and it would not appear. Ned was an artist. He does avoid painting a moose, so that he can make it appear if he likes.

Activity: Give the kids paints and paper and have them paint the one thing they would not paint if they had Ned’s ability.

Adaptation: This activity is rather versatile; the student may want to tell what object he would draw instead of actually drawing it.

Criteria: Ned has a new beginning as an artist.

23. *The Ice Cream King* by Greg McEvoy.

Summary: Lionel has always known two things: one was that he had a terrible weakness for ice cream and two was that he wanted to be a king. Eventually, he convinced his parents to send him to king school. After graduation, he went to a palace to apply to be their king. The guard explained that they already have a king, and, furthermore, it is a family tradition that you have to be born into. So, Lionel turned around to go but he didn’t even have enough money for a taxi. A man in an ice cream truck came by and offered him a job helping sell ice cream. Now Lionel was the Ice Cream King.

Activity: Make an ice cream cone and lots of different colored scoops. On each scoop write something that happened in the story. Let the kids put them on in order, the first thing that happened goes on first, and so on.

Adaptation: Draw pictures to go with the text and order the ice cream scoops while re-reading the book. Ask the child to put the picture in the correct order.

Criteria: Lionel has a new beginning as an Ice Cream King.

24. *The Rainbow Tiger* by Gayle Nordholm.

Summary: In a forest in India lived a beautiful orange tiger. Because of the patterns and colors of her coat, she could hide well enough for no one to see her. This enabled her to not be seen while she hunted. She was happy with her life, until she saw the multicolored feathers of a peacock. Then she wished she was multicolored as well. Her wish came true, but she could no longer hunt; all the animals could see her bright coat. The tiger longed for her orange coat back. She lay down by the river and slept. When she woke and looked at her reflection, she was back to her beautiful orange color.

Activity: Main idea drawing. Across the top of a sheet of paper, start the sentence: “The tiger had a new beginning when...” in the middle of the paper, let the children draw a picture of the tiger changing colors or as a rainbow, and at the

bottom let the child write about when the tiger had a new beginning (when she changed to the colors of the rainbow.)

Adaptation: Assist the children with the writing, let them dictate, and write in highlighter their answer so that they can trace over it to make it their own.

Criteria: Tiger gets a new beginning, and decides that she was better the way she was. New isn't always best.

25. *The Sorcerer's Apprentice* by Inga Moore.

Summary: Franz was a boy who was always meddling. His family loved him but they were tired of all of the trouble he caused. So, he set off and found an ad to apprentice under a sorcerer. He went and was accepted. One night he tried to make a potion. It worked so well in fact that he could not stop it. Instead of being angry at Franz for meddling, the sorcerer saw his ability and knew he would someday make a great sorcerer. Until Franz really was an accomplished sorcerer, he needed to work on controlling his meddling.

Activity: Magic Magnets. Bring in some magnets and a lodestone. Begin without talking about magnetic attractions and push the magnets and lodestone around the table without touching it by aiming the same-charged sides at each other. Then explain about magnets' attraction and let the children experiment with pulling them together and pushing them apart.

Adaptation: This is a rather varied activity so the students can work together to experiment with the magnets.

Criteria: Franz has a new beginning as an apprentice and will have one as a sorcerer someday.

26. *The Snow Whale* by Caroline Pritcher.

Summary: Leo helps his big sister Laura make a whale out of the new fallen snow. While they build it, Laura answers Leo's questions about whales. Nick from next door and his sister, Kate, help too. It is so large that they have to use ladders, a wheel barrow, and a rake. The next day they played on their whale. When the whale begins to melt, Leo tells Laura that the snow will melt and turn into the water that the whales swim in.

Activity: If there is snow outside, go play in the snow and make snow whales, or whichever animals the children want to create.

Adaptation: If there is not snow, use crushed ice (like for snow cones) and shape into whales on plates, refreeze, and serve to the kids. (Or use Ivory Snow Flakes or white play dough)

Criteria: Deals with one of the animals of the month.

27. *Rainbow Fish and the Big Blue Whale* by Marcus Pfister.

Summary: Rainbow fish and his sparkly friends loved to swim around and eat krill in their section of the ocean. A big blue whale came by and thought their scales were so lovely that he'd stay and watch them swim. The fish thought he was hunting them. A large misunderstanding followed. Rainbow fish mends it by talking with the big blue whale, now they swim and hunt krill together.

Activity: Swim through the plot. After talking about what happened in the story and the order in which it happened, give each child a large sheet of paper with about five big fish drawn in a horizontal line across it. In the fish, let the children draw what happened first, second, third, fourth, and fifth.

Adaptation: Take a class swim through the plot. Tape big fish on the board in a horizontal line and draw with the children, add sentences to the pictures.

Criteria: The book is about a whale and the beginning of a new friendship.

28. *Whiteback the Penguin Sees the World* by Margret and H. A. Rey.

Summary: Whiteback is a penguin who lives in Penguinland. He is a radio DJ who has run out of stories to tell about on the air. So, he sets out on a trip. Along the way he meets humans, other animals, and even has some difficulties. But he manages to return safely. He even brings a net full of fish as a gift for his friends.

Activity: Pretend to be DJs. Bring in a pretend microphone, or use something fun (such as a spoon or brush), and pass it around, giving each child a chance to tell a story about themselves.

Adaptation: Model the activity by telling a story first.

Criteria: The book's main character is an animal of the month.

29. *Nanu, Penguin Chick* by Theresa Radcliffe.

Summary: Nanu was born to Yellowneck and Whitefeather, her emperor penguin parents during the winter blizzards. She learns her mother's voice so that when she is exploring she can find her way home. When the weather clears, they go to sea together for food. They have to avoid predators. Nanu's parents protect her from seals and birds since she is still so small.

Activity: Have the children make drawings of what their parents, teachers, or others do for them to protect them.

Adaptation: Let a child tell about what their parents, teachers, or others do for them to protect them.

Criteria: The book fits with the month's animal and new beginnings theme.

30. *Erick's Hungry Winter* by Lois L. Sando.

Summary: Erick is a young elk. It is winter and food is difficult to find. As Erick waits for his father and the elders to bring back food, he meets other animals and discovers how they find food. When his father returns, all of the elks

take a long hike to a farmer's horse pasture, where they share the hay the farmer put out.

Activity: Foot-print food-find. Tape foot-prints around the room as if an elk (perhaps Erick's father) ran through the room and let the children follow the foot-prints to an end surprise (hide a healthy snack!) Create different track paths, or have only the students following them in the room while they are finding the end surprise.

Adaptation: Let the students work together to follow the tracks.

Criteria: A northern winter tale. The book also has much information about the animals and suggests where to get more.

31. *The Whales' Song* by Dylan Sheldon.

Summary: Lilly's grandmother tells her stories from when she was a girl.

Lilly's favorite is the one where grandmother would take a gift to the shore and toss it into the water. If the whales liked it they came to swim and sing for her. Lilly's uncle says it is nonsense. But Lilly believes! She takes a flower and sits by the water. It grows dark and she is called into the house. That night Lilly hears the whales and rushes out to watch them swim and listen to their song.

Activity: Waiting is worth it. Discuss how Lilly had to wait for the whales to come. Talk about things the children have had to wait for. Brainstorm ideas as a class of things they have had to patiently wait on. Then let each child make their own list, by writing and/or drawing pictures.

Adaptation: For those children who draw pictures, write a sentence about the picture under the illustration.

Criteria: The book is about one of the animals of the month and shows a child who believes and is rewarded.

32. *A Seaside Alphabet* by Donna Grassby.

February

Animal: Groundhog

Color: gray

Letter: G

Theme: Guessing, Predicting

1. *The Last Snow of Winter* by Tony Johnston.

Summary: Gaston Popicard is a sculptor. When the first snow of the year falls, he (along with his dog Louissette) go and sculpt the children of the town. The children love it and run and play in the snow. Gaston becomes sick and must stay in bed; he hears the last snow falling one night but is too tired to go watch it. The children come get him and show him the sculpture they have made; it is he and Louissette.

Activity: Create self-portraits or of friends, with cotton called *snow*.

Adaptation: Assist with a line drawing of the children that they can trace with glue and place cotton balls on.

Criteria: As the end of snow falls outside, the kids should have a book inside to remember the happy memories.

2. *The Kettles Get New Clothes* by Dayle Ann Dodds.

Summary: The Kettles get plain, new clothes each year. This year Monsieur Pip tries to sell them many new designs. But he doesn't give up until they're happy, because at his store there is something for everyone!

Activity: Bring (or hold up paper cutout) clothes and hold up a few at a time, give a clue (such as: I like the one that reminds me of outdoors, for something with flowers on it) and have the kids guess which one you like.

Adaptation: Simplify clues and only hold up two at a time.

Criteria: With all of the wrong clothes, this book will be great for guessing as you read whether the Kettles will like each selection. Also, guaranteed is used frequently and would be a nice G-word to use.

3. *Grandma's Records* by Eric Velasquez.

Summary: Every summer a boy went to stay with his grandmother. She played records for him and loved all types of music. Some days she let him choose, and he always slipped on her favorite song. Grandma has never seen music live, neither has her grandson. So, it is very special when grandma's nephew gives them tickets to his band's show. They have a wonderful time, especially when grandma's favorite song is played; the one that reminds her of life back when she lived in Puerto Rico.

Activity: Go see live music, or see if musicians can play at your school.

Adaptation: Discuss other things associated with the music, such as instruments, fancy lights at concerts, music stands, microphones, etc. and describe what each of these does.

Criteria: The book tells how a grandmother passes on part of her history to her grandson. Grandson and grandma are both good g-words.

4. *Gregory's Shadow* by Don Freeman.

Summary: Gregory and his shadow are both shy and do everything together. One day when the shadow is lost, Gregory is sad and searches it out. After finding it, Gregory vows to never be apart from his shadow again. This creates a few problems, but they are easily worked out.

Activity: With a partner on a sunny day, let the children go outside and trace their partner's shadow (while the partner stands,) then trade positions.

Adaptation: Trace the shadows for the kids and then talk about them.

Criteria: The book deals with seeing shadows, which can be connected to a groundhog seeing its shadow or not, and Groundhog's Day is in February.

5. *Alice's Special Room* by Dick Gackenbach.

Summary: Alice tells her mother about playing with Louie (her cat,) but Louie died last summer. Her mother asks Alice about this and Alice tells her mother about her special room. After searching the house, Alice's mother discovers the special room: Alice's memory.

Activity: Have the children bring in a shoe box to put artifacts in that remind them of actual stored memories.

Adaptation: As a class, use the book to make one memory box about the book.

Criteria: The children can guess or predict where Alice's room will be throughout the story.

6. *Nothing Happened* by Bill Harley.

Summary: Jack is convinced that as soon as he goes to bed all of the fun happens. His brother, Will, teases that there is a party every night after Jack goes to bed; but mom and dad explain that there isn't. One night, Jack decides to stay up and find out. After being up all night, the only thing that happens is that the sun comes up.

Activity: Stop reading when the parents go to bed and let the kids draw a picture of what might happen. Consider suggesting two: one that could happen and one silly picture.

Adaptation: Talk about what could happen. Perhaps begin with talking about what happens at their house if they have a younger sibling who goes to bed earlier than they do.

Criteria: Great book to stop and predict/guess outcomes.

7. *Old Bear's Surprise Painting* by Jane Hissey.

Summary: After Old Bear paints a picture, Little Bear and his friends all want to make their own too. They have a large frame. Each stuffed animal makes a patterned painting, which they give to Old Bear. He is asked to decide which to put in the frame. He surprises them by turning all of their paintings into pieces that make up a fun sailboat picture.

Activity: Have the kids paint patterns on large pieces of paper. Then let them cut out pieces from different patterns and glue them onto another piece of paper to make a picture.

Adaptation: Use sponges, marbles, etc. to make the patterns. Or, draw simple pictures on another sheet of paper and let the kids tear pieces off of the patterns to fill in the pictures.

Criteria: Another good book to predict the final outcome, of which everyone has a part in.

8. *J.J. Versus the Baby-Sitter* by John Himmelman.

Summary: Stephanie has a new baby-sitting job. The parents rush out and J.J. wants to play tag. He appears to be in two places at once. After awhile, Stephanie seems to have caught on, or maybe she can be two places at once also. When she goes to tuck J.J. in bed, she finds out that J. J. stands for Jason and James (his twin brother.) Stephanie's secret is that she is a twin too and her sister came over to help her.

Activity: Predicting game. Before J. J. reveals that "he" is "they", stop reading and have the children guess what will happen. This can be done orally, signed, or by drawing pictures.

Adaptation: This activity can be done many different ways depending on the student's ability.

Criteria: You can stop multiple places in this book to guess what will happen next.

9. *The Unbeatable Bread* by Lyn Littlefield Hoopes.

Summary: Uncle Jon decides to bake the most spectacular bread, even though Aunt Lucy says they have too much food already. There is no one to help eat it as they are snowed in. But, Uncle Jon pays no attention and sings while he bakes. The scent drifts through town, waking and shaking the people out of winter. As Aunt Lucy comes downstairs into the kitchen, Uncle Jon lets in a crowd who came for the unbeatable bread.

Activity: Make and eat bread.

Adaptation: Due to the varying levels of participation, this activity will work for most levels of learners by directing questions or tasks to appropriate children.

Criteria: This book may help shake-off or bake-off winter.

10. *Shoes Like Miss Alice's* by Angela Johnson.

Summary: Sara's Mother leaves her with Miss Alice to watch over her. Sara misses her mother and is just about to go be sad alone in her room, when Miss Alice begins dancing. Miss Alice has special shoes for many activities: dancing, walking, even napping (and she goes bare-foot to draw)! Sara and Miss Alice have a fun day together. After Miss Alice leaves, Sara pretends to have shoes like Miss Alice's.

Activity: Match the shoe pairs. Cut out and laminate different colors of shoes in pairs. On one shoe write a number, on the other draw the same number of dots. Mix up the shoes and let the children sort them back into matching pairs.

Adaptation: Let the children work in pairs.

Criteria: The kids can guess what activity the next pair Miss Alice's next pair of shoes will be used.

11. *James and the Dinosaurs* by Dough Johnson.

Summary: James loves dinosaurs: drawing them, thinking about them, and even dreaming about them. His teacher likes him, but wants him to do his schoolwork. On Friday afternoon, his teacher, Mr. Gordon, wrote him a note on the board stating that he either needed to turn in a real dinosaur or his schoolwork. After searching and searching, he can't find a single dinosaur. Monday morning James turns in his schoolwork. Mr. Gordon suggests that James could teach the class a little about dinosaurs; James gladly accepts.

Activity: What would you do? Fact cards! Make cards with a dinosaur fact on one side, and a question on the other. Go over the facts with the children. Then let the children take turns picking a fact and answering the question on the back of the card. (Questions can be fun or realistic: What would you do with a dinosaur as a pet? Or Are there any dinosaurs on earth?)

Adaptation: Answer the questions as a group.

Criteria: The kids can guess at different points whether James will find a dinosaur or not.

12. *Something for James* by Shirley Isherwood.

Summary: Elephant (the stuffed animal) finds a brown paper bag on the doorstep labeled "Something for James." He sees two big, dark eyes, long, soft ears, a nice, round tummy, and it is hiccupping and sighing. Elephant sets off to get James, who is talking with his dog, Winston. After discovering that it is not a terribly, fierce pouncer in the bag, Old Bear helps coax Something out of the bag. That night, Something snuggles in bed with James. The Something is actually a stuffed rabbit.

Activity: Stop reading the book before the bag has been opened and have the children draw a picture of what could be in the bag.

Adaptation: Let the students suggest what it could be to the group.

Criteria: The author never comes out and says that the Something is a rabbit; this lends itself to guessing then talking about how you know it is a rabbit.

13. *The Ballad of Valentine* by Alison Jackson.

Summary: A man is trying to tell Valentine that he loves her. But she just goes about her days normally because his messages never get through to her. He's been trying everything from messenger pigeons to smoke signals.

Activity: Have the kids come up with a creative way to send a message. Write a code on the board (one letter to one letter equivalent) and let the kids use it to write a cryptic message to a friend in the class.

Adaptation: Create a simple code on the board and write a message written in it, let the kids unscramble and figure out the message in pairs.

Criteria: This is a fun Valentine's Day book.

14. *The Chizzywink and the Alamagoozlum* by Tony Johnston.

Summary: Zeke and Zelda lived in the woods. One night they heard something outside, so they put the hound dog in front of the door and piled more blankets on the bed to drown out the sound. As they continued to hear the sound through the night, they continued to add more blankets to the bed and animals in front of the door. Finally, they opened the door and let in a chizzywink (what some people in Florida call a mosquito) and fed it alamagoozlum (what some people in New York call maple syrup). Then they shoved it outside and had a feast of pancakes with alamagoozlum.

Activity: After hearing the title, the kids can guess what chizzywink or alamagoozlum might be, or periodically throughout the book.

Adaptation: Help the children draw and label these odd terms.

Criteria: This is a funny book that lends itself well to guessing.

15. *Baghead* by Jarrett J. Krosoczka.

Summary: On Monday, Josh cut out eyes and a mouth in a paper bag and wore it over his head. His mother doubted that he could eat breakfast like that, but he did. His bus driver didn't think he could go to school like that, but he did. People thought he was crazy for wearing a bag on his head. At dinner his sister asked why he was wearing the bag; he took it off to reveal a bad, self-done hair cut. On Tuesday, his sister helped him do a spiky hair do.

Activity: Everyone Cares List. Discuss how Josh's sister cared about Josh by helping him with his hair do. Then model a caring statement: "(Teacher) cares about her (class)." Write the same sentence repeatedly under the example for as many children are there. Then take turns letting the children tell what they care about. They can also tell what they do to show they care.

Adaptation: This can be done by most children, since they have a model and can speak or sign a response.

Criteria: The kids can try and predict why he wore a bag on his head.

16. *Why Cowgirls Are Such Sweet Talkers* by Laurie Lazzaro Knowlton.

Summary: There are not many women where Cowgirl Gabby lived. If there is a problem, she can be called and can usually solve it. Be it a stubborn animal or a bull-headed person, Gabby can talk them out of trouble. But she will tell no one what she says. Slim Jim Watkins has some idea though, for when he whispers in her ear and hands her a flower she smiles sweetly.

Activity: Play telephone, line the kids up and whisper the first one a message, have them whisper it to the next and so on down the line, let the last student share what they were told.

Adaptation: Play sign language telephone, instead of whispering, two at a time turn away from the line and discretely sign the message.

Criteria: It is fun to guess what Gabby might be saying, and since the book never says for certain, no one can be wrong.

17. *Bamboozled* by David Legge.

Summary: Every week a young girl visits her Grandpa. This week something is different. They had tea, played cards, told stories, and did everything they usually did. In the end, the little girl notices that it is Grandpa's socks; they don't match! (The ironic part is that the least odd part of the drawings of the house, which is surrounded by a moat in the middle of town, is the socks.)

Activity: Go through the book and talk about what is strange in the pictures.

Adaptation: The adult can point to something and the children can tell why it is out of the ordinary.

Criteria: The kids can guess what is different, and most likely won't figure it out right away.

18. *Who Took the Cookies From the Cookie Jar?* by Bonnie Lass and Philemon Sturges.

Summary: This book follows the questioning song of "Who took the cookies from the cookie jar?" and suggests multiple animals. They all have reasons why they could not have or would not have taken the cookies. It is done in rhyme form and in the end it turns out that the Ants are the culprits and they have enough to share.

Activity: Discuss the importance of being honest. Talk about what you could say or do if you took the cookies from the cookie jar and were asked if you did. Let the children come up with many responses. Then role play being honest with a partner.

Adaptation: This activity can be done by most students after seeing it modeled and with suggestions discussed in class.

Criteria: As the animals are being accused, the children can guess if it is that animal or not.

19. *How the Elephant Got Its Trunk.* A retelling of the Rudyard Kipling Tale by Jean Richards.

Summary: A very curious and polite elephant wonders what crocodiles eat for dinner? After asking many animals, they send her to the banks of the Limpopo River to ask the crocodile. He calls her closer and closer; then clamps down on her nose. It stretches and stretches; and that is how the elephant got a long trunk.

Activity: Make an elephant that has multiple pieces to its trunk, on each piece let a child draw a picture of something an elephant can do with its trunk and write a sentence about the picture. (For example: An elephant can spray water on its back with its trunk.)

Adaptation: Go through the book with the child and help them find something mentioned in the book that the elephant can do with its trunk.

Additional Activity: Since many sentences will include “its,” this is an excellent time to teach that possessive pronoun. The sentences can be written on the board or on large paper, underline the word “its” and circle the words it renames, draw a line with an arrow back to that word. Show a few, then let the kids take turns showing which word “its” refers to with colored chalk..

Criteria: It is a brightly illustrated book that could be used to predict since it offers repetitive question: How did the elephant get its long trunk?

20. *The Bird, the Frog, and the Light*. A fable by Avi.

Summary: A pompous frog requests the bird, who sings the sun to shine each day, to bring light to his kingdom underground. The bird brings rays of light and illuminates an empty rock cave.

Activity: Have a box with that has a hole cut in one side, let the students reach in and feel the objects. Have them guess the object they are feeling. Then use a flashlight to check the guess.

Adaptation: Let the child see part of the object and try to guess, then light it up and see the whole object for the answer, especially for children who are texture or sensory sensitive.

Criteria: The book can be used to predict what will happen when the cave is illuminated. It is a good tale about not being pompous (the frog) and being kind (the bird.)

21. *The Full Belly Bowl* by Jim Aylesworth.

Summary: A very old man saved the life of a tiny man, who left him with a gift: a full belly bowl. The old man learns how to use it properly until the greed of money lets him forget. Many problems arise, but in the end, he returns to his simple life and all is well.

Activity: Decorate construction paper cut out in the shape of a bowl. Let each child tell the group something they would put in the bowl if it were a really full belly bowl.

Adaptation: Sign, draw, or point to pictures of what they would put in.

Additional Activity: Bring in a big bowl, cut out strips of paper and attach to pictures of scenes from the story. Draw a line and mark first, second, third, etc. Let the children pull out one scene from the bowl at a time and place it on the plot line. As you go along, the pictures may have to be moved around by checking with a rereading of the book in the end. (This helps with story comprehension and plot development.)

Criteria: The book teaches a good lesson and the pictures help explain the text. It can be used to guess what will happen as the plot progresses.

22. *I Know the Moon* by Stephen Axel Anderson.

Summary: Animals gather and tell what they think the moon is made of. When they can not agree, they go ask the Man of Science. He says it has width and breadth which they do not really understand. The animals walk away sadly until they decide that it can be more; it can be something different to each one of them.

Activity: Continue the book, with each child choosing an animal that hasn't been used and what that animal might think the moon is personally. These ideas can be written and illustrated to be turned into a class book.

Adaptation: Work in pairs, let the children use a computer for the text or find pictures from web sites, encyclopedias, magazines.

Criteria: The book shows that there can be multiple perspectives and how to compromise. After the beginning when each animal tells what he thinks the moon is, the kids could guess which one they think will be right or if any will be.

23. *The Scarecrow's Hat* by Ken Brown.

Summary: The chicken likes the scarecrow's hat, which the scarecrow will trade for a walking stick. The chicken knows someone with a walking stick, so he goes to ask for it. Each animal wants something and is willing to trade. The final animal, the donkey, would like a feather: something the chicken has. So, the line of trades begins, eventually the chicken gets the scarecrow's hat (to use as a nest) and all of the animals are content.

Activity: Ordinal number game. Photocopy and cut out or draw the characters. Tape them on a wall or board and in between put a picture of the object they traded. Then discuss ordinal numbers: first, second, third, etc. Make stickers or use post-it notes to mark which trade happened first, second, third, etc.

Adaptation: Figure out which ordinal numbers go with which trade as a group.

Criteria: The book is good for guessing and a fun story in general.

24. *Nutick, Wolf Pup* by Jean Craighead George.

Summary: Julie brings home two wolf pups to care for, one she will take care of and the other her younger brother, Amaroq can. She warns him not to fall in love with Nutick since he will need to go back to the wild, and Amaroq tries not to but ends up doing so. When it is time for the wolves to return, Julie's wolf does, but Nutik stays and lives with Amaroq.

Activity: Discuss responsibility and how Amaroq was responsible for Nutick. Then talk about how he was rewarded for being responsible: Nutick stayed with him and loved him. Brainstorm many ways children can be and are responsible. Give each child a piece of paper with a line down the middle. On the left side have them write or draw how they are responsible and on the right side let them write or draw how they are rewarded for being responsible.

Adaptation: Assist with the writing.

Criteria: Good book to predict in multiple spots. Also, Amaroq is strong with Nutik leaves and his love and braveness are rewarded when the pup returns to him.

25. *The Hoppameleon* by Paul Geraghty.

Summary: Before frogs were called frogs, one was looking for a friend and in order to do so he had to determine what he was. The animals he met had characteristics similar to him so he called himself by parts of their names. In the end, he finds a friend and they both call themselves Hoppameleons.

Activity: Create your animal name: write some animal names on the board and encourage the children to come up with more animals. Then they can pick out animals they think they have similar characteristics as and make a fun name for themselves.

Adaptation: Make the animal names on paper and let the students cut off the parts they need and glue them together on a separate piece of paper.

Criteria: The children can have fun guessing what the animal's real name is, as it never calls the animal a frog.

26. *The Other Goose* by Judith Kerr.

Summary: Katerina is the only goose on her pond and she's lonely. All of the townspeople like her and pay attention to her, but she likes to look at her reflection in a car door, hoping that the "other goose" will come out of the car. After Katerina saves the town from a bank robber, the people bring her another goose to have as a friend.

Activity: Discuss reflections. Give the children hand-held mirrors to look in and let them try to draw a self-portrait.

Adaptation: Help the child hold the mirror.

Criteria: The book has points at which the kids can guess the outcome. It also shows the importance of having a friend.

27. *If You Give a Mouse a Cookie* by Laura Numeroff

Summary: A mouse asks for a cookie, and then needs milk to wash it down. The milk makes the mouse want other things, and the chain goes on and on. In the end, the mouse wants a cookie, will it all begin again?

Activity: Have cookies and milk after reading or while reading the book. Let each child take a turn thinking of something and sharing it with the group that the milk and cookies made him want.

Adaptation: This can be participated in by most children.

Criteria: The book can be stopped in places and the children can predict if the mouse will ask for something else and what it might be.

28. *If You Give a Pig a Pancake* by Laura Numeroff.

Summary: A pig requests a pancake and then she'll want some syrup to go with it. The chain of requests leading to requests goes on and on until it comes full circle to her asking for a pancake.

Activity: Make and eat pancakes, with syrup.

Adaptation: This activity offers active participation for most children.

Criteria: The book can be stopped in places and the children can predict if the pig will ask for something else and what it might be.

29. *The Wacky Wedding: A Book of Alphabet Antics* by Pamela Duncan Edwards.

March

Animal: Bear

Color: Blue

Letter: B, E

Theme: Feelings and Emotions

1. *Blueberries for Sal* by Robert McCloskey.

Summary: Sal is a child who goes blueberry picking with her mother. On the other side of the mountain, a mother bear and her cub are doing the same thing. The two little ones wander off and wind up finding each other's mothers. After some time, the mothers notice the switch and return their children to the respective mothers.

Activity: Make Blueberry Muffins.

2 tablespoons sugar

1 $\frac{3}{4}$ cup flour

2 $\frac{1}{2}$ teaspoon baking powder

$\frac{3}{4}$ teaspoon salt

1 egg

$\frac{1}{2}$ cup milk

$\frac{1}{3}$ cup salad oil

Mix all of the ingredients together. Add 2 tablespoons sugar to 1 cup frozen or fresh blueberries. Stir slightly and add to batter. Bake at 400 degrees for approximately 25 minutes.

Adaptation: This activity has varied levels of participation and any part (mixing, measuring, etc.) can be done with hand-over-hand assistance.

Criteria: This book can introduce blue, and its illustrations are done in blue.

2. *Good as New* by Barbara Douglas.

Summary: Grady has a teddy bear that he takes with him everywhere. When his cousin K.C. comes over, K.C. gets the teddy bear very dirty and worn out. Grandpa comes to the rescue. Together Grady and Grandpa wash, dry, and fix the teddy bear.

Activity: Let each child bring in a stuffed animal and share a story about it.

Adaptation: This activity can be done by multiple levels of learners.

Criteria: The book fits with the animal of the month and the feeling of Grady can be discussed throughout the book.

3. *The Sandman* by Udo Weigelt.

Summary: The Sandman puts people to sleep each night. Only one thing is missing for him, he's lonely and wants a friend. Whenever he is around anyone they fall asleep. Sad and still lonely, he sails his airship back home. But wait! Is the moon winking at him? Why yes, the Sandman has found a friend.

Activity: Make your own airship. Blow up different colored balloons and make baskets out of construction paper or tagboard. Tie the basket to the balloon with yarn.

Adaptation: have the pieces ready to let the child decorate the basket and pick the colors for the balloon and string.

Criteria: The book addresses the topic of feelings, which is the focus of the month. It ends on a positive note, by the character looking somewhere unexpected for friendship.

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4. *A Friend for Growl Bear* by Margot Austin.

Summary: No one will play with Growl Bear, so he seeks the advice of the old, wise owl. The old owl tells everyone that Growl Bear won't bite, because he has no teeth yet. The animals are no longer afraid of him, but none will play with him. Then owl discovers that all the bear can say yet is "grrr.." and he is just trying to communicate, not trying to be mean. The other animals are willing to play with him when they discover this.

Activity: Play animal charades. Let one child at a time choose a picture (or word) of an animal and try to act out what your animal is like, while the other kids guess.

Adaptation: Give the children guessing a few options in picture form to choose from and have them hold up the animal they think the other child is acting out.

Criteria: This book uses the animal of the month to deal with feelings of loneliness and then the happiness of making friends.

5. *Copy Me, Copycub* by Richard Edwards.

Summary: A little cub does everything his mother does. As winter comes, they must head for shelter in a far away cave. The cub gets tired and cold, but his mother encourages him to copy her and they make it to the cave.

Activity: Play follow the leader, take turns leading, going around the room, etc.

Adaptation: Stay seated and copy hand movements, clap rhythms, etc.

Criteria: Fitting with the bear theme, this book also shows courage in the face of weariness.

6. *Corduroy* by Don Freeman.

Summary: Corduroy lived in the toy department. One day a girl saw him and wanted him. Her mother was busy and told her not today, not to mention that the bear was missing one of his buttons. That night, Corduroy went in search of a button, even getting a little help finding his way back to the toy department by a night police officer. The next day, Lisa came, got Corduroy, and took him home (where she found the button he had found in his pocket and sewed it on).

Activity: Make a Corduroy bear out of a piece of material or paper. Trace an outline, let the kids cut it out, draw a face on, and pick out a button to glue on his overalls.

Adaptation: Have the pieces ready, let the children assemble.

Criteria: It fits with the bear theme, and shows that things can be loved even if they are not perfect or like all the others.

7. *A Pocket for Corduroy* by Don Freeman.

Summary: Lisa and her mother go to a Laundromat. When Lisa sets Corduroy on a chair to wait, he decided he wants a pocket and goes in search of one. When it is time to go, Lisa can't find Corduroy. The store is closing, so she will have to come back tomorrow. That night he has many adventures, but is quite happy to be taken home by Lisa (especially when she sews a pocket on for him).

Activity: Add a pocket to the Corduroy made earlier. Include a name card inside the pocket since there is one in the story.

Adaptation: Use a computer to type out the name card.

Criteria: The book fits with the bear theme, and deals with the feelings of being sad and scared.

8. *The Apple King* by Francesca Bosco.

Summary: A very powerful king loved his apple tree, so much that he allowed no one to touch it or eat the apples it produced. The tree didn't feel cared for, and allowed worms to eat holes through all of the apples. The king learns to share; and the tree, along with the whole kingdom, celebrates with an apple festival.

Activity: Introduction to fractions. Demonstrate with an apple how cutting it down the middle makes two halves, cutting those halves in half makes fourths, etc. Then give each child an apple and let them bring it to you and tell you if they want it in half, in fourths, etc. You can then cut the apple and they can eat it.

Adaptation: They do not have to eat the apple if they don't like apples.

Criteria: The feelings and characteristics of the king can be discussed, along with those of the tree and the kingdom.

9. *A Net of Stars* by Jennifer Richard Jacobson.

Summary: Each year a midway comes to town. Etta, her older brother Harper, and her sister Fiona all go. Etta is scared while riding on the Ferris wheel. One evening Etta's family talks about the stars and seeing the Big Dipper. Etta waits till the last night and goes to the midway. She rides the Ferris wheel without fear now because she imagines herself safe with a net of stars.

Activity: Cut out lots of little stars and let the children create their own star constellations by gluing them on black paper.

Adaptation: Use a star stamp on black paper to make a star design.

Criteria: The book shows a creative way to overcome a fear, which is involved in the month's theme of emotions.

10. *Becky the Brave: A Story About Epilepsy* by Laurie Lears.

Summary: Becky is Sarah's big sister and she is brave. Becky has epilepsy and the one thing she's afraid of is having a seizure at school. One day she does, after it happens, she does not want to go back to school. So, Sarah has to go by herself. She stops by Becky's classroom and ends up explaining to the class about Becky's epilepsy. Sarah learns that she is brave too and Becky's friends and classmates like her just the same as before they knew she had epilepsy.

Activity: Discussion about epilepsy, including that it is not who a person is, there is much more. Epilepsy is just an aspect of the person. The teacher can talk about how people are different, from having epilepsy to wearing glasses, and that it is alright.

Adaptation: The discussion is important for all kids, gear it to the level the children will comprehend and gain from.

Criteria: The book opens an important topic, epilepsy, and how everyone deserves acceptance. Furthermore, being different is okay; everyone is different in some way.

11. *The Owl Who Was Afraid of the Dark* by Jill Tomlinson.

Summary: A young barn owl is afraid of the dark. His mommy and daddy suggest that he finds out more about it first. So, he asks people and animals, he also explores the dark with them. By the end, he discovers that the dark is not so bad, he actually likes it.

Activity: On black paper with white chalk, let the kids draw pictures of an aspect they like about the dark of night.

Adaptation: Let the child tell, sign something they like about the dark and the adult can write it in white on black papers. Encourage the child to try and illustrate something.

Criteria: This book fits well with the theme of feelings, as the barn owl is afraid. It shows that once you know something better, it may not be so scary, or not to decide something until you really know.

12. *The Name Jar* by Yangsook Choi.

Summary: Unhei is new to America. It is her first day of school and on the bus kids ask Unhei what her name is and then laugh when she tells them. So, when she gets to school, they ask her name and she says that she has not chosen an American one yet. The kids write names on paper slips and put them in a jar for her to choose from. One boy asks her if she has a name and Unhei writes it for him. Through their classmates' kindness, she grows to love her own name.

Activity: Play Name Bingo. Put all of the kids' names on a card and on slips of paper in a jar to draw from.

Adaptation: Attach pictures with the names.

Criteria: By showing feelings of not fitting in and being unhappy, the book fits with the month's theme of feelings and emotions.

13. *Ruby* by Maggie Glen.

Summary: Ruby was a special bear, she was made from leopard-spotted material and her nose was sewn a bit crookedly. When her paw was stamped with an “S,” she thought it was for “special.” But the other stuffed animals told her it meant “Second Hand.” All of the “Second Hand” toys escaped from the factory one night and found children’s homes to hide in. All except Ruby, she went to a department store. The toys there made fun of her, but one little girl noticed her and took her home. The little girl knew that Ruby was perfect for her because her name was Susie, and she wore a necklace with an “S” on it, just like Ruby had an “S” on her paw.

Activity: Since Ruby is a bear, take the B sound and brainstorm as many positive words as possible that could be used to describe her. (Beautiful, beneficent, baby, belle, etc.)

Adaptation: Make ahead of time some B words and some that don’t begin with (or have a B in them) words, let the children decide by sight and sound if each word begins with a B.

Criteria: The book fits with the bear theme and with feelings (of not being good enough, then of being loved and special.)

14. *The Frog Who Wanted to Be a Singer* by Linda Gross.

Summary: Frog wants to be a singer, but no one (other than his parents) thinks he can. The other frogs laugh at him and the birds won’t let him join their group. He asks the Fox in charge of the Big Time Weekly Concert to let him sing. The Fox puts Frog in as the opening comedy act. The animals finally do hear him sing and they are amazed with how good he is.

Activity: Paper plate faces. Discuss how frog feels during the story and why, include how the children would feel in the same (and different) situations. On one side of the paper plate draw how frog feels when everyone is telling him he can not sing. On the other side, draw how frog feels after singing well.

Adaptation: Model the activity, and most children will be able to participate.

Criteria: The book is about being frustrated, which is an important emotion to understand and deal with, and overcoming it.

15. *Wally, the Worry-Warthog* by Barbara Shook Hazen.

Summary: Wally is a warthog who worries about lots of things, especially saber-toothed trolls under the suspension bridge. Whenever he has to cross the bridge to get to school, he carries rocks in his pockets ready to fling at danger. At school, Wally is afraid of Wilberforce, a warthog who wears double thick gloves. They bump into each other one day while crossing the bridge. They discover that they are each afraid of many things and that there is no reason to be afraid of anything under the bridge, because there is not anything there.

Activity: Let the kids draw a picture of something they are afraid of. Put the pictures under a large construction paper bridge (poster style on a wall), and talk with the children about their fears.

Adaptation: Let the children tell about something they are afraid of.

Criteria: This involves emotions and overcoming fears by talking and actually looking to see if there is cause for fear.

16. *The Knight Who Was Afraid to Fight* by Barbara Shook Hazen

Summary: Sir Fred is the best knight of the castle and Lady Wendylyn's favorite. When Melvin the Miffed comes to stir up trouble, he discovers that Fred is afraid of blood and afraid to fight. Fred ends up taking on Melvin in a duel to keep Lady Wendylyn's affection. She realizes that Sir Fred is noble and special in his own way.

Activity: Let the children come up with alternatives to fighting and have them act some out. (Examples: talking about the problem, flipping a coin, or going to an adult for help.)

Adaptation: This activity has many different ability parts: from thinking of ideas, to telling why they would or would not work, to acting out an established situation, to watching and deciding if the scenario would work.

Criteria: The book deals with feelings and fears.

17. *Adventure on Klickitat Island* by Hilary Horder Hippely.

Summary: A huge storm is raging on Klickitat Island and the animals are left scared and outside. But a teddy bear and boy come to the rescue. They set all the animals to work to build a warm shelter. Once inside they snuggle under a warm blanket and tell stories. Once the animals are asleep and the storm settles down, the boy and teddy bear go back home.

Activity: Let the children bring blankets (make sure to have some extras) that they can snuggle in while they listen to the story.

Adaptation: None required.

Criteria: A main character is a teddy bear (month's animal) and it fits with the theme of emotions with all of the animals being frightened.

18. *Howling Hill* by Will Hobbs.

Summary: Hanni and her family go through hot, stinky, water to the top of a hill, where they howl. All except for Hanni, she can only bark and yip. One day she becomes separated from her family. She finds a bear that will help her find her way home. When it is time for the bear to hibernate Hanni helps him dig out his cave and he directs her on how to find the rest of the way to her family. He knows she needs to get to howling hill by her scent. Once she makes it there she is overwhelmed with loneliness and lets out a long, deep howl. Her family

recognizes it and comes to greet her. Now they all howl together on Howling Hill.

Activity: After listening to the story, give the kids squares of paper and have them draw faces to represent some of the feelings they heard about in the story. Reread the story and have them hold up the cards at the points in the book where they think Hanni feels like the face on their cards.

Adaptation: Reread and stop to talk about how Hanni feels and why at different points.

Criteria: The book deals with multiple emotions.

19. *The Underbed* by Cathryn Clinton Hoellwarth.

Summary: Tucker is scared of the Underbed, with its squishy octopus arms and glowing orange eyes. He tells his mother, who knows all about Underbed, since there was one under her bed when she was child. She tells him that Underbeds are afraid of light, and together they shine a flashlight under the bed. The light gets rid of the Underbed and Tucker can now sleep without fear.

Activity: Show the cover and talk about what the book might be about. Then, before reading the book to the children, have them draw a picture of what they think an Underbed could be.

Adaptation: Suggest some things that the book might be about and ask if they are good suggestions. (Include some obviously wrong, and some that are closer, so the children can explain why or why not.)

Criteria: This book deals with being scared, an emotion.

20. *Calico Bear* by Angela Elwell Hunt.

Summary: Tyler gets a teddy bear as a young boy that he loves dearly. As he grows up he needs the bear less as a toy, so his mother carefully unstitches the bear and sews the material into a quilt for Tyler. After Tyler grew up, he married and they had a little girl. The mother used the quilt to make a teddy bear for her little girl to love.

Activity: On squares of paper or felt, let each child draw a comfort toy/object that they have had. Put the squares together as a class quilt.

Adaptation: On the squares trace the children's hand and make a hand-print quilt.

Criteria: The book focus on a special teddy bear and how it continues to be special as it is handed down.

21. *Darkfright* by Holly Young Huth.

Summary: A woman cannot stand the dark, so the people of the island where she lives call her Darkfright. She shuts all of her windows and doors as the sun sets and acts loud enough to fool the dark into thinking that there is a party going on at

her house. One night a star falls into her house. It has a bent point and Darkfright nurses it back to health. The night she throws it back up to its home in the sky, she sees the night like a child discovering something wonderful.

Activity: Make stars, cut out tagboard and paint it yellow, add glitter. Bend one point to be like the star in the story then hang up as if they are back in the sky.

Adaptation: Assist with painting and/or glue, let the children add glitter.

Criteria: The book addresses overcoming a fear.

22. *The First Bear in Africa* by Satomi Ichikawa.

Summary: Meto lives in a small, African village in the middle of the savanna. One morning some tourists visit, and a young girl has a teddy bear, which she shows to Meto. Meto shows her his pet goat. After the tourists have left, Meto discovers the teddy bear. He races to catch the tourists and finally does just as their plane is about to take off. The news of the little animal, the teddy bear, spreads through the savannas, since it was the first bear in Africa.

Activity: Discuss how Meto probably felt to be able to return the bear, and how the girl probably felt when he returned the bear to her. Ask the children how they would feel if they learned about a new animal, talk about how they would feel different about a ferocious animal versus a soft, cuddly animal.

Adaptation: For the discussion, talk about how they would feel if an animal they know about, such as a lion or a bunny, were brought into the room.

Criteria: It fits with the bear theme for the month.

23. *Possum and the Peeper* by Anne Hunter.

Summary: Someone has woken possum from his winter nap. Determined to find out whom, he searches the forest. Other animals, which have been awoken too, join his search. As the warm sun shines down on them and warms their hearts, they discover a tiny little peeper, who puffs out its throat to tell them all that spring is here.

Activity: Look for signs of spring outside.

Adaptation: Make sure to include all of the senses.

Criteria: A book to welcome spring.

24. *Lost* by Paul Brett Johnson and Celeste Lewis.

Summary: A young girl loses her beagle, Flag, in the desert. He is heartbroken. Her Father helps her make posters and search. Flag goes through some scary days and nights. The girl hated the desert, but she wouldn't give up. One day when she returned home from school, there was a truck in her driveway and a man she did not know. The man had found Flag! Although Flag was tired and needed food, he was going to be okay.

Activity: Not everything that happens is good or happy. Talk about how the girl felt when she lost Flag and then how she felt when she found Flag. Let the

children tell something that made them feel sad like the girl did while Flag was lost, then let them tell something that made them feel happy, like the girl when Flag was found.

Adaptation: Present the children with scenarios.

Criteria: The book goes through multiple emotions.

25. *Mina and the Bear* by Sabine Jorg.

Summary: Mina wanted a teddy bear very much. Everyone she asked for one turned her away. When she became sick, Dr. Rooney was called. He asked if there was anything special she would like; she asked him to tell her a story. He told her a story about wanting a bear, and coming from a bear family! After listening to the story, Mina felt better. Each member of her family had a teddy bear for Mina too!

Activity: Fancy B. Let the children write a large B onto a piece of paper and let the kids decorate it with items that begin with a B, such as beans, butterfly-stickers, buttons, etc.

Adaptation: Draw the letter for the children.

Criteria: It is about a bear, as well as feelings: physical and emotional.

26. *Peach and Blue* by Sarah S. Kilborne.

Summary: Blue is a frog who meets Peach, a peach. Peach is crying because it is almost harvest time and she will never get to see much of the world. Blue, along with the help of his brothers and sisters, makes a nest and helps Peach down. Blue shows Peach around, and Peach enjoys seeing all of the beautiful colors of nature. Even though Peach won't be around forever, they can enjoy their time together now.

Activity: Blue Search-Out. Have the children walk around the room in pairs, one pretending to be Blue and one pretending to be Peach. The one pretending to be Blue can show Peach as many things as possible that are blue. Then they can switch and find more blue things.

Adaptation: Look around the room from seated pairs.

Criteria: Blue is the month's color, and it is about feelings.

27. *The Sunday Blues* by Neal Layton.

Summary: Steve was fed up with the day: Sunday, because Sunday meant he had to go back to school the next day. He has fun on a walk, and at Aunt Vera's, until she mentions school. He has a very yummy meal, until he has to go take a bath to get ready for school. His dad reads him a book about pirates and he has fun until he dreams about school. Finally, it is Monday and Steve goes to school, where he has a wonderfully fun time.

Activity: Talk about the difference between blue as a feeling and blue as a color. Create a graph with two columns, one Blue Items and Blue the Feeling. Cut out pictures to put on the Item side, put sad faces on the Feelings side, and discuss

phrases and sentences that fit one of the categories and write on the appropriate side.

Adaptation: This activity has aspects for many levels of abilities.

Criteria: The book with the color and the theme, how blue is a color and it can be used to describe how someone is feeling.

28. *Dad and Me in the Morning* by Patricia Lakin.

Summary: Jacob wakes up early because he and his father have special plans. They don't have to worry about waking the others by talking too loud, because Jacob is deaf and they use sign language. They take a walk to the beach, enjoying the calm sights of early morning. Together they watch the sun rise.

Activity: Discuss the main idea of the story: Spending time together with someone you love and care about. Find places in the book that show the Dad and Jacob enjoy spending time together. Let the children tell about someone they enjoy spending time with and what they like to do together.

Adaptation: Have the children draw a picture to display while they tell about someone they like to spend time with.

Criteria: It deals with feeling happy.

29. *Teddy Bear Tears* by Jim Aylesworth.

Summary: Each of four beloved teddy bears is afraid of something at bed time. Their owner soothes each one's fears. Finally, they are all tucked in and can sleep.

Activity: Break the children into four groups, give each group one of the fears of the teddy bears to come up with a way to show the teddy bear that it is nothing to be afraid of. The children can roleplay, draw pictures, and tell stories, including anything to get their message across.

Adaptation: Whole group discussion before breaking up into groups about the four fears and what can be done about them.

Criteria: The book fits with teddy bears and emotions.

30. *The Bravest of Us All* by Marsha Diane Arnold.

Summary: Ruby Jean thinks that her sister, Velma Jean, is the bravest person in the family because she can walk barefoot on sandbars, swim in the horse tank, and look the bull Alfred in the face. But when a storm comes, Ruby Jean finds out that Velma is afraid of something: the storm cellar. With Ruby's help, Velma goes into the storm cellar.

Activity: Discuss the main idea: Everyone is brave in their own way. Let each child tell of a time they were brave.

Adaptation: The children can illustrate when they were brave and use that while they share with the class to help recall the event.

Criteria: The book deals with feelings and shows siblings helping watch other out.

31. *Crazy Alphabet* by Lynn Cox.

April

Animal: Turtle

Color: Green

Letters: G, A

Themes: I can do things by myself, what I am able to do! Eating Healthy!

1. *Leo the Lightning Bug* by Eric Drachman.

Summary: Leo was the littlest lightning bug, and he could not make alight like all of the other lightning bugs he knew. He practices and practices and finally gets a little help from a thunderstorm. When he can make a light he gains confidence and a sense that he has worth.

Activity: Talk about something the kids had trouble learning and how they finally did. Include yourself in the discussion.

Adaptation: Come up before hand with some ideas and let the children raise their hands if the activities were difficult for them to learn.

Criteria: The book shows the importance of not giving up on yourself. It also demonstrates that some things take a lot of practice to learn.

2. *Lizzy and Skunk* by Marie-Louise Fitzpatrick.

Summary: Lizzy is scared to do some things, but skunk (her stuffed animal) is not. One day skunk gets lost, and Lizzy must overcome some of her fears in order to find him.

Activity: Discuss main idea. Use a familiar example first, such as: the main idea of school is to learn, to learn to read, to do math, to get along with others, etc. Then talk about how Lizzy really does the brave things when she thinks the skunk is lost.

Adaptation: This can be done for most learning levels by adjusting the example to something the children are familiar with.

Criteria: This is a cute book about overcoming one's fears, which Lizzy is able to do on her own.

3. *Mr. Wolf's Pancakes* by Jan Fearnley.

Summary: Mr. Wolf decides to make pancakes. He's not very good at cooking, writing a list, counting his money, or shopping. When none of his friends will help him, he does it all himself. Yet, when the pancakes are ready to eat, his friends are more than willing to help eat them. Mr. Wolf is kind and lets them come in and have some.

Activity: Make and eat pancakes.

Adaptation: Due to the varying levels of participation, this activity will work for most levels of learners by directing questions or tasks to appropriate children.

Criteria: The book shows that you can do things on your own, even if the tasks aren't easy.

4. *Turtle in the Sea* by Jim Arnosky.

Summary: A mother turtle recalls the struggles of sea life, from sharks to boats to storms. But she has survived and is laying eggs in the soft sand. A new generation will begin its life soon.

Activity: Discuss the different roles of families. This mother lays eggs and the babies take care of themselves. What do human mothers and fathers do? What are the children's roles in their families? They may have to do chores, help take care of siblings, be a kid, go to school, etc.

Adaptation: Include many examples of people's roles, such as teachers, therapists, police officers, etc. Prepare many suggestions of the children's roles and include illustrations.

Criteria: The book deals with the life of the animal of the month.

5. *Russell's Secret* by Johanna Hurwitz.

Summary: One day Russell does not feel like going to school, so he asks his mom if he may stay at home. She says that only babies stay home, and he decides that he will be a baby if he can stay home. He does not like what he can eat (as a baby) or how little he can do. So, he decides to go to school (when his classmates ask where he was or what he was doing, he keeps it as his secret).

Activity: Come up with a class list of some of the things kids can do at the age of the kids in the group, things babies cannot do. Let each child illustrate one ability and turn them into a class book.

Adaptation: Work in pairs, one can suggest and the other can draw or write, let them use the computer to type the sentence about the picture, use pictures from magazines.

Criteria: It is a good book about how being the age you are is the right age to be. Also, it shows what a child is able to do.

6. *Oliver's Fruit Salad* by Vivian French.

Summary: Oliver tells his mom all about the fresh fruit at grandpa's house. She takes him shopping to get fresh fruit. Back home Oliver tells his mom that he doesn't like to eat fruit, he just liked picking it at grandpa's. When grandma and grandpa come over they make a fruit salad and Oliver discovers that he loves fruit!

Activity: Make and eat a fruit salad.

Adaptation: Due to the varying levels of participation, this activity will work for most levels of learners by directing questions or tasks to appropriate children.

Criteria: Fruits are an important part of eating healthy.

7. *Oliver's Vegetables* by Vivian French.

Summary: Oliver is very picky about eating, he only likes French Fries. At his grandparents', his grandpa has a garden and makes a deal with Oliver that whatever vegetable he picks they will have for dinner. If Oliver finds the potatoes they will have French Fries, if he picks something else, they will have that.

Oliver learns, by picking many other vegetables before he finds the potato plants, that he loves many vegetables.

Activity: Bring in a vegetable tray and let the kids try different vegetables.

Adaptation: Due to the varying levels of participation, this activity will work for most levels of learners by directing questions or tasks to appropriate children.

Criteria: Vegetables are an important part of eating healthy.

8. *When Vegetables Go Bad!* by Don Gillmor.

Summary: Ivy did not like to eat her vegetables; her mother would ask "Do you want them to go bad?" Ivy hid them in her pocket one evening. That night she dreamt that vegetables came to life and went bad: they definitely weren't nice. When her mother wakes her from the bad dream, Ivy decides to eat her vegetables. When she tries them, she finds that she likes many of them.

Activity: Discuss main idea: the importance of trying foods (or other activities, ideas, etc.) before deciding if you like them or not. Let the children draw or write about something they thought they would not like, but then did once they tried it.

Adaptation: Assist the children with writing, provide a computer to type with, magazines to find pictures in, etc.

Criteria: The book tells how one girl came to realize that vegetables are not all bad.

9. *Eat Your Peas* by Kes Gray.

Summary: Daisy doesn't like peas. Her mother offers her some pretty extravagant things if Daisy will just eat her peas. In the end, Daisy offers to eat her peas if her mother will finish eating her Brussels sprouts. Mom doesn't like Brussels sprouts, so she makes another deal: they'll both eat ice cream.

Activity: "If Only" picture. Have the kids fold a large piece of paper in half, on the left side let them draw a food they really don't like, and on the right draw a food they really like. Across the top write "If only I could turn replace all of the:" (let the child fill in the food or item they don't care for), and in the middle of the two pictures "with" (let the children write in a food or item they enjoy).

Adaptation: Write the message for the students. Use a computer to find a picture of something they like and don't like.

Criteria: Not everyone can like every food.

10. *Princess Fidgety Feet* by Pat Posner.

Summary: Princess Bridget must conduct herself primly and princessly, when what she really wants to do is run, hop, and play soccer. She watches children

playing, and on Thursdays her friend Ryan comes and they play soccer in the castle tower. The king discovers his daughter's wish and helps her learn discipline. Then he lets her play for the top soccer team.

Activity: Kick soccer balls around outside.

Adaptation: Roll soccer balls using your hands to each other.

Criteria: Shows an activity kids can do.

11. *Jamaica Louise James* by Amy Hest.

Summary: Jamaica loves to draw and for her eighth birthday her Mama and Grammy got her a paint set. Grammy works at the token booth in the subway station at 86th and Main. She talks about how dreary it is and how grumpy the people always seem to be. For Grammy's birthday, Jamaica paints lots of pictures and she and Mama hang them all over the subway station. Grammy loves it! So does the city; they hang a plaque up so the people will know who painted the pictures.

Activity: Paint pictures and take a field trip to hang them in a hospital or nursing home or somewhere that could use some cheerful pictures.

Adaptation: Hang the pictures around the room or other rooms in the building.

Criteria: Shows how much of a difference one little girl can do.

12. *Uncle Harold and the Green Hat* by Judy Hindley.

Summary: Malcolm's Uncle Harold is a dentist. One afternoon Malcolm walks in and finds his uncle rather disheveled. Upon asking what is going on, Uncle Harold begs Malcolm not to put on the green hat. Malcolm can't resist, and with the hat on, whatever he thinks becomes real. They have some adventures. When Malcolm takes off the hat a leprechaun is there waiting for it. The leprechaun leaves, and they notice a mysterious purple umbrella.

Activity: Cut out a large purple umbrella on a brown handle. On the handle write the child's name, on the umbrella glue paper and let the child write what he thinks the magic power of the purple umbrella could be.

Adaptation: Use a computer to type out the magic power. The adult can always write what the child says and let the child use it as a model to type it into the computer.

Criteria: The book fits with the color of the month.

13. *When I Grow Up...* by Peter Horn.

Summary: Sebastian, the turtle, has a busy day. Now, his father is tucking him into bed and Sebastian asks if his dad can guess what he wants to be when he grows up? His dad asks if he has decided. Then dad lists many jobs and what Sebastian could do at each, such as a fireman or a sky diver. Then Sebastian asks what his dad wanted to be when he was little. Dad says he has always wanted to be a father. They fall asleep happy together under the night sky.

Activity: Job Revelation. Write different titles of occupations on strips of thick paper (such as 'teacher,' 'policeman,' 'painter,' 'actor'). Hide the piece of paper and talk a little about the profession, begin revealing the word one letter at a time, talk about the sound. Work on combining sounds until a child can guess the word.

Adaptation: More hints can be given. If the children are having a difficult time, use shorter words that have more natural phonemes (a 'c' as in 'cat,' instead of a 'c' as in 'chair,) or give hints for the sounds as well as the words.

Criteria: The book is from the perspective of the animal of the month, and it talks about what kids can do when they grow up.

14. *The Seven Silly Eaters* by Mary Ann Hoberman.

Summary: When Mrs. Peters has her first child, all he will drink is warm milk, not hot or cold. Each of her next six children are just as picky, and each prefers a specific food or drink. Mrs. Peters is very tired and for her birthday her children decide to do something special. They each attempt to make their favorite food or drink, but no one does well and they all end up mixed together. But the concoction comes out of the oven as a delicious cake, which becomes the meal they will all eat as well as help make.

Activity: Make and eat a pink cake, like in the book.

Adaptation: Due to the varying levels of participation, this activity will work for most levels of learners by directing questions or tasks to appropriate children.

Criteria: This is a funny book about favorite food (may want to mention how eating only one food is not real healthy) and it talks about the children being able to help cook.

15. *Finklehopper Frog* by Irene Livingston.

Summary: Finklehopper the frog sees everyone out jogging, and he decides he wants to jog too. He buys a very unique jogging suit, puts it on, and goes jogging. He hipped and he hopped, but the other animals made fun of his suit and said he was hopping, not jogging. Finally, Ruby the rabbit hops up to Finklehopper and explains that for him and her, hopping is correct. Everyone gets around in their own way.

Activity: Do it your own way. Pretend to be a character in the story that Finklehopper meets along his jog. Tell him what you are and how you get around. The children can act out their animal or draw and write about it.

Adaptation: Chose the level that is suitable to each child.

Criteria: This is a humorous book that shows not only can you do things on your own, but also in your own way.

16. *The Class Artist* by G. Brian Karas.

Summary: After the first day of school, Fred thinks he cannot draw. So, his sister Martha shows him how. One day his teacher told the class they could choose an art project, and they would have all week to complete it. Everyone had

a great idea, except Fred, who did not have anything by the end of the week. But then Fred had an idea, he needed lots of paper. When he was finished, he had created an art piece that everyone loved and that everyone was featured in!

Activity: Let each child have a large sheet of paper and make a picture of their class, friends, or family.

Adaptation: Let each child draw another child, then hang the pictures on the wall together so everyone is in the large picture.

Criteria: The book shows what one child was able to do when few believed in him.

17. *Roberto: The Insect Architect* by Nina Laden.

Summary: Growing up, Roberto the termite knew he wanted to be an architect. But his mother told him to stop playing with his food (which was wood) and his friends made fun of his dream. He set off to the city. There, Roberto found many bugs with many problems, who were in need of homes. Secretly, he built them a whole neighborhood out of scraps. The bugs were terribly grateful, and when discovered, Roberto became a famous architect.

Activity: Fancy Letter “A.” Let the children write a large letter “A” and then glue items on it that begin with the letter “A,” (such as Alphabets cereal, alligator stickers, etc.)

Adaptation: Draw the letter for the children.

Criteria: The main character is able to do what others doubted he could.

18. *Buzzy Widget* by Kevin Kiser.

Summary: Buzzy Widget was an inventor who built almost everything in his home. When he realizes something is missing in his life, he asks Miss Jane. She thinks he is lonely. So, Buzzy builds a chef and a maid, but he is still lonely. Miss Jane suggests a wife. In the end, she fulfills that position. (MAID is an acronym for Maintenance Activities Including Dishwashing.)

Activity: Make up an acronym for their names.

Adaptation: Make up acronyms for the kids names and read them aloud, let the children guess who it is, or use other words than the children’s names.

Criteria: The book is about what Buzzy Widget is able to do, and how robots can not replace human companionship.

19. *Pigmalion* by Glenda Leznoff.

Summary: Juliet is a shy little pig who dreams of being an actress. She can sing and act wonderfully in her room, but not with others around. She is so shy that she goes to stay with her grandmother in the country. When she hears that the famous director, Monsieur Le Cochon, is coming to Pigsville, her grandmother encourages her to go try out for a part. She gets the lead role, but is too shy to attend rehearsals. On opening night, Juliet shines like the star she is and surprises everyone.

Activity: Be a news reporter. Let the children draw a picture of Juliet and prepare a story about what she has accomplished. They can write the story, dictate it to an adult, or tell it to the group.

Adaptation: This activity has varied levels for different children.

Criteria: This book fits with the theme of what one is able to do.

20. *Don't Forget* by Patricia Lakin.

Summary: Sarah wants to bake a cake as a surprise for her mother's birthday. As she goes to some shops, each person she encounters has a secret for making the perfect sponge cake. They tell her the secrets and then "Don't Forget." The last place is the Singers'. Sarah is nervous about going there because she has to remember not to look at the numbers tattooed on their arms, from when they were in concentration camps. Mr. and Mrs. Singer are very nice and let her bake the cake at their home. The cake and the day turn out beautifully.

Activity: Make and eat a sponge cake.

Adaptation: Due to the varying levels of participation, this activity will work for most levels of learners by directing questions or tasks to appropriate children.

Criteria: The book shows how a young girl makes a cake by herself, and overcomes being nervous.

21. *Nilo and the Tortoise* by Ted Lewin.

Summary: In the Galapagos Islands, a boy and his father's boat breaks down. They stop to make repairs. Nilo, the boy, plays then walks around the island, exploring. He encounters a sea lion, a little red and black bird, and a giant tortoise. Cautiously the boy approaches the tortoise, and the tortoise allows him to. They spend the day playing and napping. Nilo then returns to his father and the boat.

Activity: Find the Galapagos on a map and learn about some of the animals that live there. The book includes information about five of the animals mentioned in the story.

Adaptation: This activity can fit many levels of learners.

Criteria: The book's animal is similar to the animal of the month.

22. *Ben Has Something To Say* by Laurie Lears.

Summary: Ben was a good reader and a smart boy. But he did not like to read aloud or even talk in school. This was because he stuttered. The only time Ben did not mind talking was when he rode with his dad in the truck, which seemed to jiggle the words out of him. They went to Wayne's Junkyard, and Ben met the owner's dog. Ben and the dog formed a bond that grew each time Ben and his father went to Wayne's. One time, the owner tells Ben that he is going to get rid of the dog, because the dog did not stop some people from breaking in last night. Ben asks his father if he will ask Mr. Wayne if they may take the dog. Ben's father tells Ben he must ask Mr. Wayne. Ben is able to (this is the first time Ben

has spoken in front of Mr. Wayne) because he cares so much for the dog. Ben then gets to take the dog home and now has a friend to talk to.

Activity: Talk about Ben's stuttering, what it means and how you should be patient and encouraging if one of your friends stutters or has trouble with something. Tell a story about something that was and still is difficult for you, but you are able to do as long as you keep trying.

Adaptation: This activity has pretty varied levels in which the children can participate.

Criteria: The book showed how Ben was able to overcome his stuttering, especially given the motivation of saving a dog he loved. It also shows that he is not "cured," he must still keep practicing and working on talking.

23. *If I Were a Grown-Up* by Woody.

Summary: The children in the book tell what jobs they would like to do as grown-ups. When you flip the _ page on each over you discover an unusual twist.

Activity: Make a class book, with one child making each page of a job they would think is fun then with an unusual twist like in the book.

Adaptation: Use the computer for the text, and find pictures in magazines or on the computer for the illustration. Allow the children to work in pairs or small groups.

Criteria: The book takes a fun look at grown-up jobs, something kids will be able to do when they grow up.

24. *Top Secret* by Ted Dewan.

Summary: A new kid has just joined the Night Brigade. He is going on his first mission with them, which is to take the tooth from under a pillow of a sleeping child. They are then to replace it with money. The new kid ends up saving a team member and is welcomed as part of the group.

Activity: A Top Secret Mission. Create clues and let the children follow them, probably in pairs. Use pictures and easy steps (such as drawing five foot prints and an arrow away from a door). Have a prize at the end of each mission.

Adaptation: Make a whole map of the room and draw a line to follow, or put footprints on the floor. Work together in groups or with an adult.

Criteria: The book shows how a new team member shows he is a useful part to the group.

25. *Muncha! Muncha! Muncha!* Candace Fleming.

Summary: Mr. McGreely decides to plant a garden of delicious vegetables. Each night, three hungry bunnies come and munch on his garden. Each day he builds more protection around it. Finally, he has it completely protected. When he goes in and comes out with a basket of vegetables, he discovers the bunnies in his basket munching away the vegetables.

Activity: Stop the book after Mr. McGreely tries new strategies and let the children guess what will happen.

Adaptation: Suggest some possibilities and let the children decide which ones are more likely to happen than others.

Criteria: Animals need to eat healthy to live too. Also, the book deals with continuing to try until something works.

26. *I Will Never Not Ever Eat a Tomato* by Lauren Child.

Summary: Charlie's little sister, Lola, does not like many foods. One day when he is looking after her, he gives her the foods she says she does not like, he just gives them crazy names. Lola loves all the vegetables, even the tomatoes, which were supposedly her least favorite food.

Activity: Fancy letter "T." Let the children draw a large letter "T" on a piece of paper and decorate it with items that begin with the letter "T," (such as tomato stickers, Tic Tacs, taco pieces, etc.)

Adaptation: Draw the letter for the children.

Criteria: The book shows that you should try foods before you decide if you like them or not.

27. *Molly and the Strawberry Day* by Pam Conrad.

Summary: Molly goes strawberry picking with her family. They pick so many strawberries and have so many uses for them that her parents kept saying that they will have strawberries coming out their ears. Before bed, Molly puts on her strawberry pajamas and puts a strawberry in each ear to make her parents' joke come true.

Activity: Strawberry uses. Cut out a bunch of strawberries. Let the children come up with real and silly uses for strawberries. Then place the strawberries on a chart, one side Real Uses and the other side Silly Uses.

Adaptation: : Come up with many examples and let the children begin by putting them on the correct sides of the chart.

Criteria: A fun book about a fruit, part of healthy eating.

28. *Clever Tortoise* by Francesca Martin.

Summary: In Africa there is a cool, blue lake called Nyasa. On its banks live many animals: Rabbit, Lizard, Warthog, Elephant, Hippopotamus, and Clever Tortoise. One day the Elephant and the Hippopotamus got into an argument about who was bigger and stronger. The Clever Tortoise had a plan. He challenged each of them to a tug-of-war with himself. They accepted, but he placed them against each other. When they had pulled all day and could not beat a little tortoise, they gave up. Since they were so much bigger than the tortoise and could not beat it, they were humbled and stopped arguing.

Activity: Play Tug-of-War.

Adaptation: Play seated Tug-of-war, where the children just need to make the other team lean so far.

Criteria: The book has a close relative of the month's animal.

29. *The Great Pancake Escape* by Paul Many.

Summary: Dad is a magician and when he made pancakes for breakfast they ran off of the stove and out of the house. The kids chased them down the street, where they flipped over a cat and around the mailman's legs. The kids ran them up a tree, but they flew off. The kids went home and found Dad's trick book, it said to solve the problem by saying "hot cake hoodoo" backwards. They did and the pancakes came pouring into the house as batter. Dad was ready to try again, but the kids decided on oatmeal for breakfast.

Activity: Does it fit game (Clinard). Write some words on a page, categories the go with the story (such as breakfast foods or magic tricks) and then one word that does not fit. Let the children figure out which word does not fit and why.

Adaptation: Draw simple pictures with the words and talk about what the words mean.

Criteria: Eating breakfast is an important part of eating healthily.

30. *I Spy: An Alphabet Art* by Lucy Micklethwait.

May
 Animal: Mythical and Pretend Creatures
 Color:
 Letter: I
 Theme: Use Your Imagination

1. *The Faerie's Gift* by Tanya Robyn Batt.

Summary: Once there lived a woodcutter and his wife, mother, and father in a cottage in the woods. They had no children, his mother was losing her sight, and they were very poor. One day the woodcutter saved a faerie's life and in return received one wish. He had to decide upon a wish that would help all of the people he loved.

Activity: Have the children draw a picture of something they might wish for.

Adaptation: Model the activity.

Criteria: The book fits with the month's theme of using your imagination: in a faerie as well as in imagining something you could wish for.

2. *Jack and the Dreamsack* by Laurence Anholt.

Summary: Jack wants to be able to bring back dreams to the waking world. One night into his dreams he takes a sack and a handkerchief. He collects many amazing dreams. Upon returning he loses all he put in the bag, however a dream seed falls out of his handkerchief and begins to grow.

Activity: Make a huge dream tree in the room and let the children draw on brown paper sacks pictures or write sentences about their dreams.

Adaptation: Supply magazines from which the children can cut out pictures to represent a dream.

Criteria: This is a very unique and fun book, the illustrations are very vivid and it will definitely get the kids imaginations going.

3. *Tippintown: A Guided Tour* by Calef Brown.

Summary: This book is a tour through Tippintown, where you can see anything from a porpoise graduation to trying a macaroni yogurt to playing a game of hide-and-seek.

Activity: Take a tour through the room, building, or outside. Let each child make up something fun and/or silly about different places.

Adaptation: Give the student a physical prompt, or begin a sentence for them to finish.

Criteria: Lots of rhyming for language development, fantasy versus reality could be discussed, and the pictures are excellent for comprehension assistance of the story.

4. *Jean Laffite and the Big Ol' Whale* by Frank G. Fox.

Summary: Jean Laffite is not a normal boy; he was raised on the Mississippi River and did everything early. He even drank coffee as a baby. When the river stops flowing because a whale has gotten stuck and blocked off the flow of water, Jean comes to the rescue.

Activity: Out of construction paper make a tall man make his pant legs in sections, so many can be added. On the left leg, let the students make pictures or sentences on the sections of what could really happen; and on the right leg things that couldn't really happen.

Adaptation: Pre-make the sections and let the students place them on the correct side.

Criteria: This book uses one's imagination in a rather unique and fun way. This book is great for comparing fantasy and reality.

5. *The Hungry Thing Returns* by Jay Slepian and Ann Seidler.

Summary: The hungry thing and his daughter visit a school and ask for flamurgers, bellyjeans, and blownuts to eat. The headmaster and students must figure out what they want to eat.

Activity: Come up with some silly food words, in a similar manner as the book did, and let the children guess what they are. Encourage the children to come up with their own, they can also illustrate them.

Adaptation: This activity can be varied for different children.

Criteria: This book takes the realistic and looks at it imaginatively.

6. *The Egyptian Polar Bear* by JoAnn Adinolfi.

Summary: A lonely polar bear is swept away on an iceberg and winds up in Egypt where he becomes the royal playmate of Rahotep, the boy king. Rahotep learns to be kind and happy. When the polar bear becomes lonely for the arctic, Rahotep shows him the stars, the same stars that are above the arctic. The polar bear feels at home under the stars that shine over his old home.

Activity: Chose another animal and draw it in a place where it is normally not found. Perhaps, make up a story to go with the pictures.

Adaptation: Have some pictures of animals laid out and some climates, let the students put them in unusual combinations.

Criteria: The book requires the children to pretend, as this could not really happen.

7. *Barney Bippie's Magic Dandelions*. Carol Chapman. Pictures by: Steven Kellog. Puffin Unicorn, Dutton Children's Books. New York, NY. 1997.

Summary: Barney finds a diamond in his neighbor, Miss Merkle's, yard and returns it to her. She gives him three dandelions that will grant wishes. He wishes to be eight instead of six, for his dog to talk, and to have a car. Miss

Merkle has to rescue him from the police station, and Barney learns to keep his wishes simple.

Activity: Make dandelions. Use a small Styrofoam ball for the center, a green pipe cleaner for the stem, white pipe cleaners with little pom pom balls glued to the end stuck in the Styrofoam for the seeds.

Adaptation: Pre-glue the pom poms to the pipe cleaners and let the children stick them in the Styrofoam ball.

Criteria: An imaginary tale that could be fun as many kids have wished on dandelions.

8. *The Midnight Man* by Berlie Doherty.

Summary: One night a boy, Harry, and Mister Dog quietly follow the Midnight Man, but he can not stay. They fall asleep at the edge of town, where the moon finds them. The moon takes them back home and tucks them in, where they sleep until morning.

Activity: Make the Midnight Man's hat. Make a pattern of the top hat shape the Midnight Man wears, let the kids trace it in black and in yellow. Then let the children cut out stars from the black one, or use a star-whole-punch. Add glitter to the yellow hat, and place the black on top or the yellow.

Adaptation: Assist in whichever steps the child needs help on.

Criteria: The plot is a fun imaginary trip and the language is rich.

9. *Eric Van Noodle* by Arlen Cohn.

Summary: In the kingdom of St. Krupp, every child must announce what their job will be by the age of seven or eight. Eric is the first to question this and present multiple jobs that he could do. Finally, he says he will decide when he grows up and the law of the land is forever changed.

Activity: Create a match game of person to their job description. Use real professions, such as teacher, chef, accountant, etc.

Adaptation: Work in partners.

Criteria: The children need to use their imaginations to picture the town, and the message is important: You can be whatever you want to be and you do not have to decide now.

10. *The Umbrella Day* by Nancy Evans Cooney.

Summary: Missy does not want to drag along her umbrella today, but her mother says it is an umbrella day. When it begins to rain, she pretends the umbrella is other things and has many related adventures. The umbrella day turns out to be a lot of fun.

Activity: Talk about how Missy used her imagination to turn her umbrella into many things. Discuss that imagination begins with "I," and make a Fancy Letter "I." (glue on suggestions: insect or ice cream stickers,)

Adaptation: Draw the letter for the children.

Criteria: The book fits with the theme of imagination, and turns a rainy day into a great day.

11. *Pigs Can't Fly* by Ben Cort.

Summary: Pig is bored. He sees other animals and decides to be that kind. By the time he's gone through pretending to be all sorts of animals, from a giraffe to a zebra, he decides that pigs do have a lot of fun.

Activity: Silly sentences. Write sentences, as a group, about what different animals normally do (do this on large strips of paper.) Then cut off the animal the sentence is about and let the children match them in silly ways and read what animals do not really do. Then let the children match them correctly and read the original sentences.

Adaptation: Add pictures to the sentence strips.

Criteria: This is a silly book that shows how a pig used his imagination, while bringing a smile to the reader's face.

12. *My Life With the Wave* based on the story by Octavio Paz, translated and adapted for children by: Catherine Cowan.

Summary: On a boy's first trip to the sea he becomes friends with a wave and takes her home. They play and the house is bright and happy, until winter comes. The wave becomes cold and the family must leave. When they return, the wave is frozen. So, they wrap her in a quilt and take her back to the ocean.

Activity: Write a class book about what could happen if the wave were brought to school.

Adaptation: This activity has many levels, let children do tasks that fit with their abilities.

Criteria: The book works well with the imagination theme and shows how things can be both good and bad, depending upon the situation.

13. *A Present For Mom* by Vivian French.

Summary: It is the day before Mother's Day, and Stanley still does not have a present for her. He asked his siblings what they were getting for mom, but their presents wouldn't work from him. Finally, on the morning of Mother's Day, he comes up with the perfect gift, a box of kisses.

Activity: Make Mother's Day cards.

Adaptation: Have materials cut out, use patterns, or write out messages and let the children copy it onto their cards.

Criteria: This book shows that a present for Mom can come from the heart, and you can use your imagination to think of one.

14. *Dinner at Magritte's* by Michael Garland.

Summary: Pierre's family goes to the country on weekends and there is not much to do there. Pierre goes to his neighbors, the Magritte's, where they have some surreal adventures. (There are plays on words and vivid paintings that can be discussed.)

Activity: Talk about and draw pictures for figurative language phrases, such as "It's raining cats and dogs" or "as still as stone."

Adaptation: Have the phrases written on sentence strips and have illustrations of them, let the kids match them up; then talk about what they mean in the story.

Criteria: It is a fun book where the boy uses his imagination, and the reader must have fun with the pictures. Also, the language is filled with figurative phrases that must often be taught on a one-by-one basis.

15. *The Mysterious Adventures of Foy Roy Jin, A Decidedly Dysfunctional Dragon* by Jim Friedman.

Summary: Flame Day is special because young dragons learn to breathe fire.

Foy Roy Jin is the most admired young dragon in town, but on the big day he can not breathe fire, instead he shoots out water. In disgrace he runs away. He enjoys being alone, but gets lonely and decides to go home. On his way he sees a town with smoke coming up as from a fire. He thinks it might be another dragon, so he goes to see. Once there, he finds a house on fire, which he puts out with his water-breathing. Foy Roy Jin becomes the town's hero. There is a rumor that this is how fire trucks began, from a red, water-breathing dragon.

Activity: Talk about real fire safety. If possible, invite a fire fighter to speak to the group.

Adaptation: This activity is important for all children and should be presented in a way the children can comprehend.

Criteria: It is an imaginary book that shows how being different is okay.

16. *Mystery Mansion* by Michael Garland.

Summary: Tommy's Aunt Jeanne came back from vacation, and invited him to come see all of the animals she brought back. He searches her house, following note to note, and eventually finds a birthday party waiting for him. There are also letters and animals to search for in the drawings.

Activity: Search for the animals and letters in the book.

Adaptation: Partner searches, or in groups.

Criteria: The story is fun and imaginative, and the illustrations can be used to help explain real and not real.

17. *Grandma and the Pirates* by Phoebe Gilman.

Summary: Grandma, Oliver (the parrot), and Melissa (the granddaughter) are kidnapped by pirates because grandma is such a good cook. They try and try to

escape, but are always caught. Until one day, Melissa decides they should sail away while the pirates are off on an island looking for treasure.

Activity: Let the children choose a character and tell if they like the character and why or why not? They can draw a picture of the character and write or dictate a few sentences about why or why not.

Adaptation: This activity has many levels of participation.

Criteria: This unusual book is silly and shows that sometimes the solution to a problem is what may seem like a crazy idea.

18. *Pet Boy* by Keith Graves.

Summary: Stanley collected pets. He studied them, became bored with them, and left them in their cages. In seeking out a new pet he ends up in a pet store where he becomes the pet for something on another planet. The alien owner teaches Stanley compassion, which Stanley demonstrates for his pets once he returns home to Earth.

Activity: Before and after discussion of Stanley. Talk about Stanley before he was a pet on another planet: what was he like? Then talk about him after: What had changed?

Adaptation: Children can participate in this activity in many ways.

Criteria: The book uses an unrealistic story to tell that pets need care, attention, and kindness.

19. *When Stories Fell Like Shooting Stars* by Valiska Gregory.

Summary: This book contains two fables, that the reader may choose which he believes. First, Fox tells of the sun falling from the sky and how the animals fought for power over its light. Bear tells of moon's being found and how the animals work together to put the moon back in the sky.

Activity: Vote for the story you believed, or liked better. Have a box and pieces of paper where the child can circle a fox or a bear. Chart the children's preferences.

Adaptation: Assist the child with marking their choice.

Criteria: It is an imaginative story that can be discussed as to why it is not true.

20. *I Wished for a Unicorn* by Robert Heidbreder.

Summary: A little girl wishes for a unicorn. She finds one with no horn and it barks and wags its tail, but she thinks it is definitely a unicorn. They go on magical adventures. When the day is done and they rest, the girl falls asleep and wakes to find her dog. Maybe she will wish for a unicorn tomorrow also.

Activity: Play a game of "Pin the horn on the dog, to make it a unicorn."

Adaptation: Let the children guide the child placing the horn on verbally (for example: "go left!").

Criteria: The book shows how a girl used her imagination to pretend her dog was a unicorn.

21. *Cabbage Rose* by M. C. Helldorfer.

Summary: A young girl lived and worked at her brother's inn just on the path towards the king's high castle. She had a plain face and everyone merely called her Cabbage. Cabbage had a talent for painting and would paint alone at night by candlelight. One night a magician stayed and watched her paint. In the morning she found a magical brush that brought to life anything she painted. After demands set by her brothers to paint for them, she ran away. In the new town she paints, with a normal brush, for her food and a place to live. The prince hears about her talent and asks her to paint pictures on the walls of the grand hall. The whole town is captivated by her and she learns about her self worth.

Activity: Let the kids paint pictures, hang them in the hallway to turn it your own version of a Grand Hall.

Adaptation: This activity is versatile enough that most children can participate.

Criteria: The book lets the students imagine a paint brush that can bring paintings to life, while showing the importance of believing in you.

22. *Walking Upside Down* by Phiip Heckman.

Summary: Morton goes to bed angry because he had to give up his big room to his twin sisters and sleep in their silly bunny room, with glow-in-the-dark stars on the ceiling. That night he wakes up on the ceiling and has a fun night exploring and breaking the law of gravity. In the morning, he wakes up with a smile.

Activity: Let each child chose a place they think would be fun to go with no gravity and draw a picture about what they would do there. Encourage the children to write a caption about their pictures.

Adaptation: Assist the children in writing the caption and suggest some places they might like to go, such as school, a library, an indoor playground, etc.

Criteria: The book shows something that is not real, but the message of turning a bad situation into a good one is useful in the real world.

23. *Amanda and the Magic Garden* by John Himmelman.

Summary: Amanda is a kind-hearted witch who does not want any of the mischievous items Greenmoss, the troll, offers her. When he offers her seeds to grow a giant garden, she thinks it is safe enough, until the animals who eat any of the magic vegetables grow huge too. She solves the problem by growing a mini-vegetable garden. When the animals eat these vegetables, they return to their normal size. She saves a tiny carrot for a snack for the troll.

Activity: Make 26 pairs of identical vegetables, write the upper case letters on one set and the lower case letters on the other. Let the children match the letters.

Adaptation: Work with fewer letters at a time or with a partner.

Criteria: A different look at a witch who wants to be nice, and it fits with the idea of using your imagination.

24. *The Dandelion Wish* by Sandra Ann Horn.

Summary: Sam and Jo have played all of the games they know, so they decide to wish on a dandelion. Their wish, a carnival, comes parading down the road.

They spend their day playing in the field with the man in the moon, a mermaid, and riding carnival rides. The next day the carnival is gone, but a wind blows all the dandelion seeds and the kids wish upon them.

Activity: Go through the story and pick out which events could possibly happen and which are completely imagined. For instance: children could go to a parade, they could not play with a mermaid.

Adaptation: This can be done with children at multiple learning levels.

Criteria: The book fits with the theme of imaginary adventures.

25. *Fireflies* by Alice Hoffman.

Summary: Every year on the first of May a stream of fireflies comes from Yellow Mountain, bringing spring to the village. In the village everyone is an excellent ice skater except for Jackie. He trips over his own feet, no matter how much he practices. One night after repeatedly being teased he runs away. He gets lost on Yellow Mountain and becomes scared, until he meets a wolf pup who befriends him. Together, Jackie and Shadow (the wolf pup) stumble over a rock that releases the fireflies into the night. They fly towards town, while Jackie and Shadow follow. Since they brought the fireflies that brought spring, Jackie and Shadow become the town heroes.

Activity: Discussion of the Signs of Spring. Brainstorm first, then take a walk outside and look for any of the signs. Encourage the children to pay attention throughout the month and tell the class about any new signs of spring they notice.

Adaptation: Make sure to include all of the senses!

Criteria: A book for the first of May.

26. *Twilight Fireflies* by Nancy Hundal.

Summary: Miranda's birthday is coming up and her mother asks her what kind of party she would like to have. She would like a party at twilight in her back yard with the fairies. Though her mother doubts the fairies are real, she helps Miranda decorate. The evening party is old-fashioned and special. After all of her friends go home and Miranda goes to bed, she sees fairies dancing and flying through the party remnants and falls into a dreamy sleep.

Activity: Plan the perfect party. Allow each child to paint an imaginary picture of their perfect party for the other children. Talk about the setting, food, activities, guests, etc.

Adaptation: Let the children draw a picture and hold that as they tell the class about their perfect party.

Criteria: A young girl has an imaginative birthday.

27. *One Monday* by Amy Huntington.

Summary: Annabel lives on a farm. One Monday when she wakes up it is so windy that “the tin roof banged like thunder...” As the week goes on, the powerful wind does some pretty strange things, like blowing the spots off of the cows. Finally on Sunday, the wind calms down and Annabel puts the farm back in order, until she wakes up on Monday and it is raining so hard that... and a whole new set of events begin to happen.

Activity: Continue the rainy week story of strange events. Let the children come up with ideas (enough for one a day for a week,) write the ideas on paper and let the children illustrate. Put together and you have a book!

Adaptation: Let the children illustrate in pairs or using pictures from magazines and the internet.

Criteria: The book is imaginative and funny to read.

28. *The Mysterious Tadpole* by Steven Kellog.

Summary: For his birthday, Louis’ Uncle McAllister got him a bit of Scotland, a tadpole named Alphonse. Eating only cheeseburgers, Alphonse grew quite large very quickly. Alphonse was moved from a jar to the kitchen sink, to the bathtub, and finally into a sea harbor. He was well behaved, just too big! Once he had moved to the harbor he felt truly at home. The next year for Louis’ birthday, Uncle McAllister brought something wrapped in a sack.

Activity: Learn about sequencing. Discuss how Alphonse grew bigger and bigger, just as the story grew less and less real. Copy or draw pages from the book, and let the children arrange them in the order they happened.

Adaptation: Let the children work in pairs or groups.

Criteria: A very imaginative book to which the kids can giggle along.

29. *Dinorella: A prehistoric Fairy Tale* by Pamela Duncan Edwards.

Summary: Dinorella lives with Dora and Doris and does all of the work. They get invited to a dance at Duke Dudley’s castle, but Dinorella can not go. She can not go until her Fairydactyl intervenes. She saves Duke Dudley’s life and he falls in love with her.

Activity: Go through the book and find as many “D” words as possible. Make a dinosaur out of tagboard for each child, cut off the tail and make numerous tails. Punch a hole in the base of the tale and where it would connect to the body, loop multiple tails to each body. On each tail write one “D” word to make a Dinosaur D Book.

Adaptation: Assist the kids in finding the “D” words, then write them on the tails as before, but also draw a picture.

Criteria: Many of the kids will have heard the original Cinderella, so they can pay more attention to vocabulary (especially those “D” words) and just enjoy the story.

30. *The Prog Frince: A Mixed-Up Tale* by C. Drew Lamm..

Summary: One morning, Jane got up, put a silver coin in her pocket, and set out to get muffins. Her pocket jumped; she reached in and pulled out a frog, who was wearing her dime as a hat. The frog asked Jane if she was a princess and if she read fairy tales. Jane said no to both questions and the frog hopped away. Jane chased the frog until they were on opposite sides of a riverbank. In order to get her dime back, Jane listened to the frog tell the story of the Frog Prince (or the Prog Frince, as Jane mispronounced it numerous times.) As the frog tells the story, Jane begins to believe it and in the end kisses the frog, turning him into a prince.

Activity: Money match a coin to a paper frog with the value of a coin written on its stomach.

Adaptation: Let the children work in pairs or groups. Use real coins.

Criteria: This is an old fairy tale with a new twist that still requires the reader/listener to use his imagination.

31. *Nonsense! He Yelled* by Roger Eschacher.

June

Animal: Cat and Dog

Color: Orange

Letters: C, D

Theme: Working together and Getting Along

1. *The Pain and the Great One* by Judy Blume.

Summary: This is two stories. The Pain is a sister's version of how her younger brother gets away with everything and has to do nothing. The Great One is a younger brother's version of how his older sister gets to do everything and thinks she is so amazing.

Activity: A compare/contrast picture. Let the students divide a paper in half and on one side draw some things they can do, and on the other things a sibling or friend can do. Circle those that are the same.

Adaptation: Work in pairs, that way one partner can do more brainstorming and the other can do more drawing.

Criteria: This book could be a great starter for different kinds of people, as most kids have a sibling or a playmate and can related to this book. From this starting point a theme of working together can be developed.

2. *Dogger* by Shirley Hughes.

Summary: Dave takes Dogger, his favorite stuffed animal, everywhere. One night he can not find Dogger. The whole family searches, but Dogger is nowhere to be found. The next day the family goes to a fair, where Dave is too sad to participate in any games. His older sister, Bella, plays and wins a huge stuffed bear. The bear eventually helps get Dogger back, along with Bella's kindness.

Activity: Phonics search, just as Dave searched for Dogger. With the children look for all of the D words in the book. This list can be used to start the D word wall list.

Adaptation: List small groups of words on the board and help the students select the D words.

Criteria: This book shows how a sister gives up a new toy in order to get back a lost toy of her brother's. It follows up *The Pain and the Great One* quite well.

3. *Cat's Colors* by Jane Caberra.

Summary: The book goes through ten colors and presents pictures to demonstrate each. The end reveals the cat's favorite color and why.

Activity: Children can create their own books. Let each child make a small nook where he draws a picture for each color and reveals his favorite in the end. The child could fill in the sentence, for example: "Is it purple? Purple is _____."

Adaptation: Let the child draw and help him fill in the sentences.

Criteria: It focuses on one of the month's animals.

4. *Bow Wow Meow Meow (It's Rhyming Cats and Dogs)* by Douglas Florian.

Summary: This is comprised of 21 one-page poems about dogs and cats, with illustrations to help tell about the animals. Often the text is presented in non-traditional designs.

Activity: Have the children write a few sentences about their pet or an animal they like. Rhyming is great, but optional here. Let them illustrate it.

Adaptation: Sign or say the sentences and an adult can help the child write it out, the child can type it on a computer to print and glue onto his picture.

Criteria: The book contains many fun, descriptive words. Some are short enough children could learn parts of for a read along.

5. *Won't Papa Be Surprised* by Terri Cohlene.

Summary: All day Mikele helps her father. While doing the chores there is always something that reminds her of ribbons. Finally at the end of the day they make tea and have honey cakes. Onto Papa's plate, Mikele places her Father's Day gift, a ribbon that says #1 Papa. He also has a gift for her, because without her he would not be a Papa, the gift is ribbons!

Activity: Use a lid from a juice concentrate container and ribbons to make a badge for their father or someone special. Write with permanent marker a message.

Adaptation: Assist in gluing together or use a computer to print off a message to glue onto the ribbon.

Criteria: The book's plot is easy to follow and there are many places to stop and predict. Plus the activity is nice for Father's Day, which is this month.

6. *The Cat Who Loved Mozart* by Patricia Austin.

Summary: Jennifer has trouble making friends with her new cat, Amadeus, until he hears her play the piano. Then, he nuzzles close to her.

Activity: Listen to Mozart and find a piano to let the children try.

Adaptation: Use a computer program (such as Windows Media Player or Winamp) that creates a visual for music and watch that while sitting near enough to a speaker to feel the vibrations.

Criteria: The book fits with the theme of cats and deals with encouragement from a friend, which is something we all need from time to time.

7. *Bird Dogs Can't Fly* by Mary Jane Auch.

Summary: Blue is a bird dog who does not like to hunt at all. One day his owner shoots a goose. It falls to the ground, but since Blue won't fetch it he is forced to sleep outside. That night, Blue befriends the goose and they decide to go south together. On the trip, they form a strong friendship.

Activity: Use a large map of the United States and have the students make a path from a northern city to a southern city using construction paper dogs and geese.

Adaptation: Mark the path with string for the children.

Criteria: The book fits with the theme of dogs and friendship.

8. *The Alley Cat's Meow* by Kathi Appelt.

Summary: After meeting one night at the Alley Cat's Meow, sweetheart cats, Red and Ginger, dazzle the world with their spectacular dancing.

Activity: Let the children dance with long ribbons, play multiple kinds of music.

Adaptation: They can wave the ribbons to flashing colors (on a computer screen, use a program that turns music into a visual image such as Windows Media Player or Winamp.) They ribbon waving can also be done seated, instead of all over the room.

Criteria: The book has rhymes that the meaning is emphasized through the illustrations.

9. *Little Salt Lick and the Sun King* by Jennifer Armstrong.

Summary: Paul is a Second Assistant Rotisserie Turner at the Palace at Versailles, and no one notices him. They nicknamed him Little Salt Lick. The dogs follow him and get in his way. One day the king's dog gets lost, and Paul finds it. The king rewards Paul with a new job: First Assistant Bearer of the King's Dog.

Activity: Make sashes, like Paul's, using the children's jobs or something fun.

Use a wide ribbon to make the sash and permanent markers to write the titles on.

Adaptation: Assist the child with writing of the title.

Criteria: It is a dog book that shows how getting along includes feeling valued.

10. *Emma and the Night Dogs* by Susan Bivin Aller.

Summary: Emma's Aunt Alice works with search and rescue dogs, they are looking for a lost boy tonight. Emma wakes up when she hears the search dogs and people. They come to her house to rest, they have searched long and hard and still have not found the boy. Once they are asleep, Emma takes the dogs out to look for the boy. The dogs and Emma find the lost boy!

Activity: Flash Light Search. Turn the lights out and hide pictures of dogs in the room. Give the children flashlights and let them look for the dog pictures. On the backs of pictures, write facts about dogs or about the story. If using facts about the story, once found they can be ordered (if story plot facts) or grouped (by character, plot, setting, etc.).

Adaptation: Let the children work in pairs.

Criteria: The book fits with the theme of dogs as well as working together. Also, it shows what search and rescue dogs do, with a story that ends with a boy finding safety.

11. *The Night I Followed My Dog* by Nina Laden.

Summary: Every night a boy lets his dog out and then he lets him back in the mornings. One morning the boy thinks he sees his dog get out of a limousine, so he decides to follow his dog that night. The dog has a whole other life, and a dog club. (The text is written with words and pictures or drawings around certain words).

Activity: Fancy Letter “D.” Let the children draw a large “D” on a piece of paper and glue on items that begin with the letter “D,” such as dog food, doughnut stickers, etc.

Adaptation: Draw the letter for the children.

Criteria: The book fits with the dog as the animal of the month.

12. *The Puppy Who Wanted a Boy* by Cail Herman.

Summary: Wags was Ben’s puppy and they did everything together. Then one day, Ben went to school. Wags followed the bus, but got lost in the crowd of children. Wags searches all over the school and has some adventures of his own, before finally finding Ben.

Activity: A game of memory, where the kids make cards of school activities in pairs, for example: a student opening a lunch bag and a student eating a lunch or a child going to the bookshelf and a child opening a book. Pre-make the cards, or let the students make them.

Adaptation: Make matching cards with the same color backs, so the students can match colors, while gaining the knowledge of task connection.

Criteria: The book fits with the animal of the month, and it deals with leaving a loved pet at home to go to school, an experience many of the children may have had.

13. *Walter’s Tail* by Lisa Campbell Ernst.

Summary: Mrs. Tully got a dog, Walter, so she would not have to live alone. He was a happy dog and his tail wagged constantly. This was cute until he grew large, and then it began to cause trouble. But the tail saved Mrs. Tully by wagging her red shawl when she needed help and was far up a mountain.

Activity: Talk about how to make orange, use a thin red from the shawl, as in the story, and lay a thin yellow piece of cloth over it to get orange. Set up a paint station with red and yellow and let the children try mixing them to make orange. They can then paint orange pictures.

Adaptation: This activity can be done by most levels of learners.

Criteria: The dog fits with the animal of the month, and it shows that some things that are bothersome at times can be useful at other times.

14. *One Dark Night* by Hazel Hutchins.

Summary: Jonathan is watching a summer storm at his grandparents' house one night. A stray cat comes in carrying a baby kitten, but then leaves again.

Jonathan gets a bathrobe to wrap the kitten in. The mother cat brings back two more kittens and Jonathan and his grandmother care for them.

Activity: Bring in premade construction paper kittens or stuffed animals. Write a number on the outside of multiple shoe boxes. Let the children put the correct number of cats in each box.

Adaptation: Use partners, or count out loud as the child places the cats in the box-bed to help.

Criteria: The book fits with the cat as the animal of the month, and it deals with a summer storm, which could occur this month.

15. *Dog Eared* by Amanda Harvey.

Summary: A dog becomes self-conscious when another dog tells him he has big ears. He checks his ears out and decides they are, so he tries out ear-styles. One night his girl comes and lays by him and wraps one of his ears around her. The dog then loves his ears.

Activity: Make a dog out of construction paper with really large ears. On one ear help the children write all the "d" words from the story, on the other ear help them write as many "d" words as they can come up with on their own.

Adaptation: include simple drawings of the "d" words used.

Criteria: The book fits with the dog as the month's animal and tells a good lesson about how you are special just as you are, and do not let anyone tell you differently!

16. *The Great Gracie Chase: Stop That Dog!* by Cynthia Rylant.

Summary: Gracie Rose is a dog who likes quiet. So when noisy painters come and put her outside, she decides to take a walk all by herself. The painters, as well as everyone they pass, chase her. Once she has out run them all, it is quiet and she decides to go home.

Activity: Pre-make paper dogs and dog houses, on the houses write numbers, on the dogs draw spots. Have the children match the number of dots to the number on the dog houses.

Adaptation: Work with less numbers at a time or work with a partner.

Criteria: It is a fun book about a dog.

17. *Clarence the Copycat* by Patricia Lakin.

Summary: Clarence gets kicked out of all of his homes because he won't catch mince. Finally, Mr. Spanner, of the library, takes him in and the two get along wonderfully. One day a mouse enters the library. That same day Clarence

stumbles upon the copy machine and makes photo copies of him in scared stances. The copies scare away the mouse and Clarence gets to keep his home.

Activity: Fancy Letter “C.” Let the children draw a large “C” and glue on items that begin with the letter “C,” such as cat food, corn, candy, etc.

Adaptation: Draw the letter for the children.

Criteria: The book fits with the cat as an animal of the month and the book shows how some answers are stumbled upon.

18. *Officer Buckle and Gloria* by Peggy Rathmann.

Summary: Officer Buckle knows a great deal about safety, and he shares the tips with the community. One day, he brings his dog, Gloria, to school to share safety tips. The dog upstages him and he feels useless. But when he sends the dog alone, he finds that the two only work as a team.

Activity: Make class safety tips. Cut out construction paper stars and let each child have one or more to write a safety tip on. Then display them around the room.

Adaptation: Use a computer to type out the safety tips and glue them on the stars.

Criteria: The book fits with the dog theme and shows the importance of working together, how all members are needed on a team or in a pair to get the job done.

19. *Widget* by Lyn Rossiter McFarland.

Summary: Widget is a stray dog who finds a home among many cats. He takes on the characteristics of the cats until one day when he barked for his owner, Mrs. Diggs. She fell and needed help and the purring of the cats was not getting help. After that, all of the cats were glad that Widget was a dog.

Activity: Make a chart on the similarities and differences of cats and dogs. Write ‘Dogs’ on one side, ‘Cats’ on the other, and ‘Both’ in the middle. Have the children come up with characteristics of each/both and write them on sticky notes, then let the children place the sticky notes in the correct section.

Adaptation: This activity has many levels of participation.

Criteria: The book fits with the animals of the month, and tells that it is best to be who you are.

20. *A Cat in a Kayak* by Maria Coffey.

Summary: Victor is a vet. One day a woman told him she could not keep her cat, so he decided he would take Teelo the cat. Teelo lived with him on Cloud Island, and Victor continued to bring animals in need of homes back to the island from work. Teelo had no peace and quiet with all of the animals. So, one afternoon when Victor says he is going to Thunder Rock for some peace and quiet, Teelo tags along. That island is loud and scary and when Teelo returns home, he finds he likes Cloud Island just fine.

Activity: Discuss the different settings, make a graph with all the bothersome things on each island. Let the children choose which island they would want to live on and why, then let them tell the group.

Adaptation: Include pictures with the chart.

Criteria: The book fits with the cat theme and shows that you have to find your own happiness in a busy and loud world. Teelo also learns to get along with the other animals.

21. *Mr. McGratt and the Ornery Cat* by Marilyn Helmer.

Summary: Mr. McGratt does not like cats and does not want one. However, one ornery cat decides to make Mr. McGratt his owner. No one will take the cat off of Mr. McGratt's hands. Finally, as another person is returning the cat, Mr. McGratt decides that maybe this cat can be his guard cat and names him "Ornery."

Activity: Pass off the cat story game. Bring in a stuffed animal cat. Start holding it and retelling the story, then pass it onto a child and let the child continue the story, then pass it on to another child. Tell the story enough times that each child gets to hold the cat and tell part of the story.

Adaptation: Let the child have the book on their lap and look at the pictures to help recall the story when it is their turn.

Criteria: The book fits with the animal of the month and shows that there is good in all animals, just as there is in all people, some times it is just more difficult to find.

22. *If I Were Queen of the World* by Fred Hiatt.

Summary: A little girl tells of the things she would have such as her own dog, an endless supply of lollipops; the things she would do: like play perfect music and fly; if she were queen. With each idea she includes something nice for her brother, such as a few licks of a lollipop or rides on her back when she flies.

Activity: Make a construction paper crown, let the children take turns wearing it and telling what they would do if they were king or queen, make sure they include something nice for someone else.

Adaptation: This activity can be done by most levels of learners.

Criteria: The book shows caring from an older sister to a younger brother, which fits with the theme of getting along.

23. *Dog Donovan* by Diana Henry.

Summary: There were seven Donovans and each was afraid of something: noises in the night, spiders, shots, water, etc. They decide to get a dog to protect them. After choosing a huge gray dog named Hero, they bring him home to discover that he is afraid of everything they are and more! Each Donovan helps Hero overcome a fear, the same fear the Donovan used to have. So, he really is a hero.

Activity: Talk about working together, how each Donovan worked with the dog to overcome a fear. Discuss situations in the classroom where students can work together. Let them work together to demonstrate skits of the suggested activities that can be done together.

Adaptation: Suggest situations.

Criteria: This book fits with the dog as the animal of the month and shows a family working together with a dog to overcome their fears.

24. *Ruff* by Jane Hissey.

Summary: The stuffed animals hear a noise outside of the door. They open it to find a dog. He does not know his name so they call him Ruff. They ask him how old he is and he guesses seven, but is not sure as he has never had a birthday party. The toys decide to throw a birthday party for him each day for seven days to make up for all of the lost birthdays. Ruff loves the parties and his new friends, and is very pleased to accept when they invite him to stay at the end of the seventh birthday party.

Activity: Discuss how all of the animals got along and welcomed the new animal into their group. Talk about how the children get along, and how they could welcome a new kid into the group. Practice scenarios that would be welcoming, or draw pictures about them.

Adaptation: This activity can be participated in on many levels.

Criteria: It fits with animal of dog for the month and shows that it is important to try and get along right from the start, as you might be gaining a new friend.

25. *And to Think That We Thought That We'd Never Be Friends* by Mary Ann Hoberman.

Summary: A brother and sister have an argument but mend feelings when their sister offers them a sip of soda if they do. Then noisy neighbors move in, but before they can be asked to be quiet, the neighbors invite all to join in. Soon, it is a parade that joins the entire world, and all are friends.

Activity: Counting Me In! Let each child make a popsicle stick puppet of themselves. Then let them work in groups lining their popsicle people up in a parade line and counting how many people are in the parade.

Adaptation: Provide a number line, on which the students can line up their people for the parade and then count.

Criteria: The book talks about getting along, from siblings to the whole world.

26. *Art Dog* by Thacher Hurd.

Summary: Athur is a guard dog at the Dogopolis Museum of Art. He leads a quiet life, except when the moon is full. Those nights he goes out and paints. When thieves steal the Monna Woofa, Arthur is taken to jail. But he paints his

way out and captures the thieves. He is invited to do a show at the museum, and does so, undercover.

Activity: Make your own paw prints. Paint circles and use a finger or thumb to make three pads around the circle to look like a paw.

Adaptation: Paint the circles for the children and assist them in pointing a finger, or use a Q-tip to make the dots.

Criteria: The book uses the animal of the month as the main character.

27. *Sophia, The Alchemist's Dog* by Shelley Jackson.

Summary: Sophia's master is the king's alchemist. The king has asked him to make gold. Although he tries, he has had no success. Usually, he is very attentive to Sophia, but not lately. He is worried about the approaching visit of the king. Sophia tries to help, but in the end, the master's own talent of art helps him in the king's eyes.

Activity: Let the kids make their own paintings and add gold glitter, like the alchemist was supposed to, but made art instead.

Adaptation: Take magazine pictures and let the kids add gold glitter.

Criteria: The book is about a dog, and how he works with the fairy and imp to help his master. The king also works with the man's own talent, painting, in order to save the man's job.

28. *Morgan the Dog: The Day the Magic Began* by Heather Irbinskas.

Summary: Brittany goes to animal shelter looking for a dog. Hiding under a blanket is a Corgi-mix named Morgan. They bond instantly and go out in the yard to play. A storm comes and scares Morgan, who runs before he thinks. Brittany chases after him. Brittany falls into a river and Morgan saves her. Now both Morgan (because he was rescued from the shelter) and Brittany (because Morgan saved her) believe in magic.

Activity: Go to the web site, and look at how the book was made, whom the characters were based upon, etc. www.morganthedog.com

Adaptation: The website has many activities at many learning levels.

Criteria: It is an awesome dog book about being special.

29. *Nugget and Darling* by Barbara M. Joose.

Summary: Nugget was Nell's dog and best friend. They did everything together. One day, Nugget heard a small noise, it was a kitten. Nugget took Nell to it and Nell took it home. The kitten, Darling, began to get more and more of Nell's attention. Nugget began to feel unloved and unwanted. But Nell had not forgotten him, and just to show how much she cared, Nell built a tent where no cats were allowed. Together again they played. Nugget realized that having Darling around some of the time was okay.

Activity: Talk about feeling left out. Discuss how Nugget felt left out, but then Nell gave Nugget extra attention and Nugget got along better with Darling,

because Nugget knew she was loved. Let the children share times they have felt left out and how they became involved and felt happy.

Adaptation: This activity can be participated in at many levels.

Criteria: The book is about dogs and cats and getting along.

30. *An Alphabet Book of Cats and Dogs* by Sheila Moxley.

July

Animal: Collection of Zoo animals

Color: Purple, Violet

Letter: Z, V

Theme: Just Hanging Around, What I Like to Do

1. *Dumpy La Rue* by Elizabeth Winthrop.

Summary: Dumpy La Rue likes to dance. His friends and family tell him that is not what pigs do. He dances regardless. The rest of the animals join in one by one, find their own styles, and like dancing.

Activity: Matching Sounds Game. Collect about 10 containers (or any even number), such as film containers, milk cartons, or baby food jars. Fill the containers in pairs, use items such as: rice, beans, pebbles, water, and pasta. Let the children shake the jars and try to match the sounds. The bottoms can be color coded, so the children can work in pairs and check each other.

Adaptation: Have other sets of jars using other senses, such as touch, or even sight to match.

Criteria: The book has a great message about doing something even if others doubt that you will be able to, using an animal that can be seen at the zoo.

2. *Apple Pie 4th of July* by Janet S. Wong.

Summary: A girl tries to tell her parents, who own a restaurant, that no one wants Chinese food on the 4th of July. No one comes until five o'clock then two people followed by more and more. That night the girl and her family watched the fireworks while eating apple pie.

Activity: Sample Chinese food.

Adaptation: Talk about it using all senses.

Criteria: The book can be used to discuss different cultures and different traditions.

3. *Stina* by Lena Anderson.

Summary: Every summer Stina visits her grandfather, who lives by the sea. She treasure hunts, they go fishing, and have a generally good time. One night, grandfather checks on Stina, but she is not there. She has gone out to watch a storm. When he finds her, she is not enjoying it, she is scared and alone. So he takes her and together they go get raincoats and watch the storm. The storm brought Stina a wooden box to keep her memories and treasures from the summer.

Activity: Have the children create a memory box for school memories. Use a shoe box, decorate it, and let the kids put in items from around the school that have memories for them.

Adaptation: Assist and give suggestions in gathering artifacts.

Criteria: The bond shows what a girl liked to do in the summers, and shows a happy relationship.

4. *The Raft* by Jim Marche.

Summary: Nicky's dad has to leave him to stay at his grandmother's for the summer. Nicky thinks it will be boring, until he discovers a raft. It takes him to many good places and times.

Activity: Make a raft out of popsicle sticks, and paint a summer memory picture on it, like Nicky painted on the raft he found.

Adaptation: Use brown construction paper for the raft.

Criteria: The book shows a kid having fun hanging around without other kids or TV or the things many kids think they need in order to have a good time.

5. *Tacky In Trouble* by Helen Lester

Summary: Tacky does not fit in with the other penguins. One day while they are napping he goes surfing. The wind takes him to a tropical place where an elephant mistakes him for flowers. He must prove that he is a penguin, which he does before returning home.

Activity: Prove you are a human. As a class write a list of characteristics that separate us from say a plant, house, or butterfly.

Adaptation: Mention characteristics and let the kids decide if that applies to humans or not.

Criteria: The book shows that being different has it problems to overcome, but is worth it; and it does so by dealing with two zoo animals.

6. *The Night Iguana Left Home* by Megan McDonald.

Summary: Iguana and Allison are the best of friends. They do lots of fun things and Allison takes good care of Iguana. Still, Iguana misses the southern sunshine and beach. One day Iguana buys a bus ticket to Key West. Once there she runs into problems and eventually mails herself home. Allison restores Iguana's health then helps her find a permanent home down south.

Activity: The kids can make post cards to send home about what they are doing in school.

Adaptation: The kids dictate what they want written on the post card and watch while an adult writes it down, they can add small pictures to add to the meaning.

Criteria: It is a unique book about finding happiness in a home that suits you, it fits in well with the zoo animal theme.

7. *Joshua and Bigtooth* by Mark Childress.

Summary: Joshua goes fishing each day for dinner. One day he catches BigTooth, a charming alligator with a sweet smile. He wins over Joshua, Joshua's family, his school, and eventually much of the town. BigTooth has to go

back to the river once he is grown-up, but Joshua waves to every alligator, just in case it is BigTooth.

Activity: Discuss stereotypes. Talk about how everyone was scared of BigTooth (as they should be for an alligator) until they get to know him (not exactly realistic). Compare that to when people judge someone else without knowing them.

Adaptation: This activity has many levels of participation.

Criteria: The book deals with another animal that can be seen in many zoos. Although it is fictional, it shows not to judge before finding out what someone or something is really like.

8. *A Seal in the Family* by Maria Coffey.

Summary: Victor is a veterinarian who has many animals and lives on Cloud Island. One day his cat, Teelo, finds a seal pup on the beach. After quite some time, the seal mother has not come for it, so Victor decides to take it in and care for it. The pup forgets everything about the sea and must be re-taught before he can go back, which he finally does.

Activity: As a class, make a plot chart. Tape 5 large pieces of paper to a wall or blackboard. Read, and maybe reread the book, then draw a few important scenes in order. Make sure to include, the beginning, middle, and end (or resolution).

Adaptation: Pre-make the scenes and talk about plot to the children. Then let them put them in the order they occurred.

Criteria: The book fits with the “animals found at the zoo” theme, and demonstrates why wild animals belong in the wild and not as house animals.

9. *Purple Coyote* by Cornette.

Summary: Jim sees a purple coyote and is curious as to why it is purple. Jim is also intrigued by the strange dance the coyote is doing. The coyote will not tell him, but will answer questions. Jim mimics the dance and the coyote’s color and secret transfer to Jim. Now Jim must try and pass the color onto another to return to normal.

Activity: Coyote Copy. Clap out the syllables to some words from the book as you say the words, and let the students copy the rhythm while they say the words. You can incorporate fun hand, feet, body gestures instead of just clapping.

Adaptation: Use words the kids know and chose ones with not many syllables.

Criteria: It is an imaginative book and many kids are curious, so they will know the emotion. It also fits with the color and animal themes of the month.

10. *Spaghetti and Peas* by Gary Gautier.

Summary: Rachael is playing outside when she meets Jane, a mother snake who has lost her babies. Rachael helps find them and they spend the day playing, while dad was making spaghetti and peas.

Activity: Talk about where snakes can be found, backyards, in the woods, and at the Zoo. Use the “Z” in Zoo to lead into making a Fancy Letter “Z.” Let the children draw a large “Z” and glue on items that begin with the letter. Such as ziti, zippers, etc.

Adaptation: Draw the letter for the children.

Criteria: The book fits in with the month’s theme of zoo animals.

11. *Hey, Frog* by Piet Grobler.

Summary: Frog drinks up all of the water of the savannah one hot day. The other animals try numerous tactics to get the water out of him: scaring it out, tempting him with flies, but nothing works! The eels know a trick, frog is ticklish, so they slither around him and he laughs out all of the water. Then they teach frog to drink just some of the water at a time.

Activity: Come up with silly ways for Frog to not drink all of the water at once. Brainstorm with the kids then let them try some. (Examples: use straws, little cups, sips.) The kids can tell which way was their favorite and the results could be graphed.

Adaptation: This activity has many levels of participation.

Criteria: The book fits the animal theme, and through humor teaches to take only what you need.

12. *The Purple Coat* by Amy Hest.

Summary: Every fall Gabrielle and her mother take two trains to the city, where grandfather is a tailor. Every year, Gabby gets a navy coat. This year, she wants a purple one. Mom and grandfather are skeptical, but grandfather recalls a year when Gabby’s mother wanted an unusually colored dress. So this year, Gabby gets a reversible coat: it is purple on one side but can be reversed to navy on the other.

Activity: Talk about different colors, perhaps which colors the kids like. Explain that colors have shades, or lighter and darker types. One of purple’s is violet. Use the “v” in violet to make the Fancy Letter “V,” let the kids draw and decorate. (Glue on suggestions: violets, vitamins, etc.)

Adaptation: Draw the letter for the children.

Criteria: It fits with the color of the month.

13. *When I Was Little* by Toyomi Igus.

Summary: Noel and Grandpa go fishing. Noel lives in the city and he loves being out in nature, especially with his Grandpa. Grandpa tells Noel about his life as a little boy, how things were very different: no telephones or TV, and such things. In the end, they discover how the important things remain: time together with family.

Activity: Let the children take turns telling what their favorite thing to do with their family is. They can draw a picture to show or use as a reminder while they share with the group.

Adaptation: This activity has many levels of participation.

Criteria: The book talks about what a boy and his Grandpa like to do, the month's theme.

14. *Tom's Tail* by Linda Jennings.

Summary: Tom is a little pig with a curly tail. However, he wishes he had a straight tail. He likes the way other animals' tails look. Although the other animals tried to help him straighten it, it always curls back up. In the end though he realizes he and his tail are just right the way they are.

Activity: Make a pig out of construction paper and use a pipe cleaner for the tail. Then reread the story and let the children straighten the tail and make it curly again along with Tom's tail in the story.

Adaptation: This activity has many levels of participation.

Criteria: The book deals with a zoo animal learning to be just who he is.

15. *I Love You the Purplest* by Barbara M. Joosse.

Summary: A mother has two sons, Max and Julian. Each asks his mother who is the best, or does the best, or has the most in many situations. Mama tells each child how he does it best in a different way. Julian finds things involving blue, while Max's activities involve red. After a long day of exploring and fishing, Mama tucks them into bed. When asked by each boy whom she loves the best, she tells Julian that she loves him the bluest, like dragon flies and caves; while she loves Max the reddest, like the sky and a leopard's eye. So by loving them both, she loves them together as the *purplest*.

Activity: Set out paints in the primary colors on a table. Give each child a sheet of paper to draw two different colored items; then in the middle of the page, mix the two colors to find what color the two make.

Adaptation: Draw lines on the paper to help separate and have lots of objects set out as examples to draw.

Criteria: The book tells how blue and red form the month's color of purple.

16. *Edwina the Emu* by Sheena Knowles.

Summary: Edwina and Edward were the two emus who lived in the zoo. Edwina laid 10 eggs, and Edward watched the nest while Edwina went out to find a job. She tried to find a job. She tried out for the ballet, to be a chimney sweeper, and even to be a waitress. In the end, she realizes the job that's just right for her is to help care for the 10 baby emus!

Activity: Discuss setting. Draw pictures about the various settings in which the book takes place: the zoo, a ballet stage, a house with a chimney, and a restaurant.

Adaptation: This activity has many levels of participation.

Criteria: Not only does the book talk about zoo animals, but it is even set in a zoo.

17. *An Extraordinary Egg* by Leo Lionni.

Summary: On Pebble Island there lived three frogs: Marilyn, August, and Jessica. Jessica liked to wander all over the island and find interesting stones. One day she came back with a pebble that actually was an egg. When it hatched the four played together, although they thought the new animal was a chicken. Jessica and the animal that hatched from the egg became inseparable. One day a bird tells the frogs that there is a mother looking for its baby. The bird takes the frogs and the hatched animal to meet the searching mother. The hatched animal goes right to its mother, who is an alligator! But the frogs still don't think the baby was an alligator!

Activity: Hide eggs around the room, frog eggs and alligator eggs, and chicken eggs. Let the children search for them, when they find one let them guess which animal it is. Then have them open the eggs to reveal a fact about the animal (a frog fact in a frog egg, an alligator fact in an alligator egg, and a chicken fact in a chicken egg.)

Adaptation: Partner searches or put the eggs in a basket and let the children pick out an eggs.

Criteria: The book fits with the range of animals that can be found at a zoo, and the kids will have fun knowing that the chicken is really an alligator.

18. *Micawber* by John Lithgow.

Summary: Micawber is a squirrel who loves to look at art. One day he saw a woman painting a copy of one of the paintings at a museum. He decided he wanted to paint and hopped into her box of supplies. That night while she slept, he used his tail and her supplies to paint. In the morning, he rolled it up and took it home. Micawber was thrilled and continued to paint and just may have his own gallery... if one looks in the right place in the park!

Activity: Guessing fancy colors: magenta, vermilion, ultra marine, tangerine, etc. Play memory and match the color to the word.

Adaptation: Have an adult there to read the words, as they are rather difficult.

Criteria: With all of the paint colors that are mentioned, violet can be talked about as a shade of purple. It also tells what one animal likes to do.

19. *Daddy, Could I Have an Elephant?* by Jake Wolf.

Summary: Tony asks his dad for impractical pets, such as an elephant or a dolphin. They talk about why those pets won't work in their apartment. They settle on looking for a puppy.

Activity: Animal Cracker Bingo, on the game card use animal pictures or words for a more advanced game, and use animal crackers as markers.

Adaptation: Let the children work in pairs.

Second Activity: Write a silly story about an animal not mentioned in the book and why it could not be kept at home or in the classroom.

Criteria: The book is silly and fun, while looking at logical aspects of keeping a pet. This book can really get kids thinking and writing, perhaps in a journal.

20. *Ziggy Piggy and the Three Little Pigs* by Frank Asch.

Summary: This is similar to the three little pigs, except there is a fourth pig. His name is Ziggy and he does not have a house. He is found swimming. After the first three houses are blown down, Ziggy, while swimming, comes to the rescue of his brothers.

Activity: Discuss conflict. Find the conflict in the story (the three pigs trying to escape the wolf). Then talk about how the conflict was resolved.

Adaptation: Reread parts of the book and refer back to it while talking.

Criteria: It is a fun book about an animal that can be found in the zoo, and it can be compared to the traditional Three Little Pigs story.

21. *Bantam of the Opera* by Mary Jane Auch.

Summary: Luigi is no ordinary rooster. He has an amazing voice for his “cock-a-doodle-dos.” When given the chance to ride into town with the farmer to hear an opera, his career takes flight. He becomes the theater’s mascot and much to the lead tenor’s dismay, keeps the show going.

Activity: Write a review of the performance with Luigi in it, pretend you went to the opera and are writing an editorial to the newspaper. Tell why you liked Luigi in the performance or why you did not like him. Illustrate the article.

Adaptation: Let the child dictate the article to an adult.

Criteria: The book has a zoo animal, and it deals with an animal doing what he likes to do.

22. *The Flea’s Sneeze* by Lynn Downey.

Summary: All of the animals in the barn were sleeping peacefully. None heard the flea snuffle, until he scared them awake with a loud sneeze. Once the mouse gave him a tissue they all went back to sleep. But no one heard the hog ask for a tissue.

Activity: Discuss a few social skills from the book, such as what to do when someone sneezes, say “Bless you” or hand them a tissue. Talk about and practice others, perhaps: saying please, thank you, and excuse me.

Adaptation: This activity can be done by many levels of learners.

Criteria: The book is about many animals. It has enough repetitive language that the children may be able to say parts along with the reader, after a few times through the book.

23. *Don't Take Your Snake for a Stroll* by Karin Ireland.

Summary: For each unusual pet there is a place the author suggests you should not take him, for a good reason. So, when you go out, leave the animals at home and just go with people.

Activity: Discuss cause and effect: that “if you take an animal for a walk” is the cause and “then” and the result is the effect. Go through the book and talk about each animal and what the cause and effect relationships are. Make a cause and effect flip picture. Fold a rectangular piece of paper in half, with the fold at the top: write “Don’t take your _____ for a walk,” and let the children draw that animal. Then inside, write “because it might _____!” and let the kids illustrate what might happen. Let the kids fill in the blanks too.

Adaptation: Use a computer to print off the animal and what might happen, and glue them in the blanks.

Criteria: It is an amusing book that shows cause and effect relationships.

24. *Froggy Goes to Bed* by Jonathan London.

Summary: Froggy’s mom tells him that it is time for bed. By the time he does all that he needs to in order to go to bed, his mom is very tired. When she falls asleep reading him a story, Froggy kisses her goodnight and goes to sleep himself.

Activity: Let the children illustrate their routine before they go to bed, then let them share it with the class.

Adaptation: Assist the children by suggesting some things they might do before going to bed, such as brushing their teeth, getting a drink, or reading a book.

Criteria: The book follows a pattern textually, and the kids can join in on calling his name. It also fits into the collection of animals theme.

25. *A Pig is Moving In!* by Claudia Fries.

Summary: When a pig moves into an apartment building, all of the tenants were concerned about the mess he would make. The pig did make a few messes, but he always cleaned them up afterwards. When the neighbors finally meet Theodore Pig, they liked him.

Activity: Talk about how to keep the classroom, or any room, clean. This includes pushing chairs in, cleaning up any materials you get out, and washing your hands.

Adaptation: This activity works well for all children.

Criteria: The pig shows that it is important to clean up if you make a mess, which shows the other animals that jumping to conclusions is not a good idea.

26. *What Newt Could Do for Turtle* by Jonathan London.

Summary: Spring came to the swamp, and one red-spotted newt climbed out of his winter bed. Right away he got stuck in the mud and called out for help. Turtle came to his aide, because that is what friends are for. Newt wondered what he could do for Turtle. They spent the summer playing together. Turtle had to